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ABSTRACT

The purpose of the study was to describe the development, implementation, and observed results of the migrant education program in the Richgrove School District in California during the 1970-71 school year. The program was designed to enrich reading and writing skill development, to teach English as a second language, to improve the self-image of the migrant child, and to offer nutritional and health services. The 5 major areas of investigation were the introduction to the problem; the review of related literature; the description of the migrant education program; the observed results of the migrant program; and the summary, conclusions, and recommendations for further study. Findings indicated that all migrant children tested showed increased achievement in reading, that children in the English as a Second Language classes learned to speak English more quickly than did other migrant students, that the gain in mathematics was lower than the gain in reading, that the objectives of the health and nutritional programs were met, and that opportunities were offered to help improve the self-image of the migrant student. A glossary, a 40-item bibliography, and various appendices are included. (PS)

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IMPLEMENTATION OF A MIGRANT EDUCATION PROGRAM IN THE RICHGROVE SCHOOL DISTRICT

BY

BOB L. BLANCETT

B. S., FRESNO STATE COLLEGE, 1958

M. A., FRESNO STATE COLLEGE, 1963

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION

WALDEN UNIVERSITY
JULY 1972

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A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

Walden University
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B. L. B.

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CHAPTER I

INTRODUCTION

Migrant children are seldom in the same classroom for a school year. Often migrant students present a pitiable picture of a nation's neglect and indifference. Going to school two or three months out of the year--at the most from six to seven and sometimes not at all, migrant children are both retarded in grade achievement and unreached by common teaching practices. It almost seems unnecessary to point out that thousands of these children are growing up illiterate and unskilled; however, the need for a crash program to extend educational opportunities to these migrant children is evident to this writer. As a nation, we are making efforts to improve the learning conditions for these boys and girls through compensatory education programs. Thomas P. Carter, University of Texas at El Paso, stated:

> The implicit purpose of "compensatory education" programs is the remediation, reorientation, and remodeling of certain children in order to make up (compensate) for their "inadequacies" when compared to middle-class children. Acceptance of this idea of cultural disadvantages provides the rationale for action to overcome real or assumed deficiencies (12:149).

Some members of minorities have expressed concern about the education of their children. This was reflected in a five year study of the nation's second largest minority, Mexican-Americans, published in 1970 by Grebler, Moore and Guzman. They reported that during their investigations better education emerged as the standard answer from

Mexican-Americans concerned about the progress of their group (18:142).

Many Mexican-American families originally came to the United States to get away from the poverty and misery in Mexico. They hoped to build a better life in the Southwest; instead, many experienced the misery of the barrio, or migrant labor camp, and found the problems in these areas more complex than life in Mexico (28:10-376).

It is generally known by some of the elected representatives of the American people that Mexican-Americans have often contended with socio-economic and language barriers in their quest for an education. This is further evidenced by the efforts of Congress to reduce this educational disparity through the enactment of compensatory education programs operated under Title I and Title IM of the Elementary and Secondary Education Act (12:9-152). It is well known by many educators that Mexican-American students should have an opportunity to experience success in school and in life if they are to become useful, productive members of society. It is advocated by some educators that the educational community must make the changes necessary to insure these opportunities. Recent literature has given attention to the importance of educating Mexican-American youngsters for a meaningful position in society. In 1969, the California State Department of Education reported that:

> The major problem was identified as the "low educational attainment of the Mexican-American", which underlies the large numbers of economically impoverished Mexican-American families, the serious social problems of that segment of the community, and the insufficient supply of effective Mexican-American leaders. The Mexican-American education must be resolved if there is to be improvement in the intellectual, cultural, and socio-economic position of the whole society, for it is California's largest and most complex educational problem (8:1).

As members of society, we seem to be concerned with the welfare of all of our citizens. The improvement of the life-style in the Mexican-American community is of great concern to many people as expressed by legislation passed since 1965 designed to improve educational opportunities for members of our Spanish-speaking community.

It is interesting to note that the life-style of the Mexican-American has improved during the last twenty years; however, there still exists a tremendous disparity between the income levels of minority and majority members. A representative study of recent research tends to indicate that the educational level and income level of individual Mexican-Americans increased between 1950 and 1960 (18:27-28). It was further reported by Grebler, Moore and Guzman that the educational gap between Mexican-Americans and the Anglos (non-Mexican, white Americans of English ancestory) has been relatively easy to document, but that it has been rather difficult to explain the disparity as measured by the school grade completed by the individual child. They further indicated that it is quite possible that bilingualism and biculturalism have helped to compound the difficulties in the learning process for some Mexican boys and girls (18:147-159).

Specific educational concerns of some members of the Mexican-American community such as a general lack of success in school; language and reading difficulties; low educational attainment when measured by grades completed; lack of parental involvement with the school; a lack of understanding by the school of the child's bicultural background; the high drop out rate; and the relatively few members of La Raza (the Race) who seek higher education are often further complicated if the

student is also a migrant. The migrant student may face tremendous challenges in overcoming language and bicultural problems without the added difficulty of not feeling that he belongs in a given school or community. The frequent moving of the migrant pupil may deny him the opportunity to experience a sequentially developed educational program. Going to school only a portion of the school year, or sometimes not at all, migrant children usually are retarded in grade achievement. Often migrant children are unreached by common teaching practices of having all children working on the same level or in the same book within the same grade level. It seems evident to this researcher that thousands of these children are growing up illiterate and unskilled. These problems as they relate to the education of migrant children further direct attention to the urgent need for a program to extend educational opportunities for migrant children and to acknowledge an array of socio-economic problems (7:1-6). To further justify the need for migrant education, it was reported in a study by Grebler, Moore, and Guzman that the children of migrant farm workers have special educational concerns (18:143-147).

Most of the migrant farm workers in the five Southwestern states are Mexican-American (17:2-29). A very special group within the rural population is the migrant family. Leo Lopez, California State Department of Education, reported that in 1968 there were 190,000 migrant families in California. Of this total migrant population, Californians accounted for 60 per cent, and the rest of the migrants were from other states and Mexico. The problem of educating the large number of migrant children is of major concern in the state of California (11:15).

Educators such as Julian Nava, George I. Sanchez, Leo Lopez and Jose B. Canto have often stated that it is extremely important that educators understand the factors that influence the school performance of Mexican-American boys and girls. A working knowledge of these factors could be most helpful when dealing with the education of migrant Mexican-American children (36:1-14). The recent research by Grebler, Moore, and Guzman helped to explain some of the influences on pupil performance with a survey that indicated the following findings:

1. The most consistent and important influence is the family educational level as expressed mainly in parental aspirations for their youngsters' educational attainment. This was true for Mexican-Americans and Anglos at all three grade levels (elementary, junior high, and secondary schools).

2. Pupil attitudes and values are an integral part and important source of influence for both ethnic groups, Mexican-Americans and Anglos, at all three grade levels.

3. The socio-economic composition of the school substantially affected the performance of the Mexican-American youngsters at elementary and junior high school levels, but not at the senior or secondary high school level.

4. The exclusive use of English in the home contributed consistently and positively for Mexican-American youngsters at the elementary, junior high, and senior high school levels.

5. The educational level of the family contributed more to the performance of pupils of either ethnic group than did the economic level of the family (18:165-166).

It would appear to this writer that increased educational success as measured by skills mastered, grades earned, and grade level completed might be one way to improve the opportunities for the migrant to develop to the fullest of his potential. This increased educational success may also help provide the migrant with the opportunities to participate in increased socio-economic gains for minority members. In support of the values in minority members experiencing socio-economic gains Grebler, Moore, and Guzman reported that with increased socio-economic gains many of the problems associated with an ethnic group tend to disappear. They also reported that the acculturation of an ethnic group can improve the life-style of its members. The findings by Grebler, Moore, and Guzman further revealed that when members of an ethnic group are able to share all the productive fruits in a society, they tend to lose some of their ethnicity. They also reported that class mobility may help dissolve ethnic identity (18:317).

Description of the Richgrove School District

The Richgrove School District is located in the Central Valley of California. The district, which covers approximately 36 square miles in the southern portion of the San Joaquin Valley, operates an educational program for kindergarten through eighth grade children. The Richgrove School is located approximately 9 miles northeast of Delano, California, 33 miles north of Bakersfield, California, and approximately 19 miles south of Porterville, California, in southern Tulare county.

All elementary children in the district attend one school on a

central campus in the Richgrove District; however, the graduates of the district attend the one high school operated by the Delano Joint Union High School District, which encompasses attendance areas in both Kern and Tulare counties.

Agriculture or agriculturally related jobs are the major forms of employment for both permanent and temporary residents of the school community. Table grapes, oranges, fruit crops, wine grapes, wineries, and packing sheds provide the majority of the seasonal and permanent employment in the area.

The main businesses and services in Richgrove include several markets, bars, cafes, service stations, churches, a memorial building for community use, a California Division of Forestry fire station, a United States Post Office, and elementary school facilities.

The main service groups in Richgrove include the Community Service Organization, the Volunteer Firemen, the Altar Society, the Richgrove Community Organization, and the Richgrove Parents' Club.

The elementary school is located in the unincorporated town of Richgrove, which has an approximate population of 883. The school also serves several migrant labor camps that are located on farms within the school district attendance boundaries. The district's annual pupil enrollment usually exceeds 500 pupils.

The ethnic composition of the pupils include approximately 80 per cent Mexican-American, 12 per cent Puerto Rican and Filipino, and 8 per cent Anglo. Approximately 70 per cent of the pupils in the school were designated as low income as determined by Federal free lunch standards, National Youth Corps family income scales, and state welfare

assistance standards.

The Richgrove School District was designated as a target school (impacted area of low income individuals) by the Federal Government and was classified by the State of California as an area of high social unrest in 1969.

The observed results of the socio-economic conditions experienced by migrants are further complicated when one considers the added effects associated with the movement of Caesar Chavez and the United Farm Workers' Organizing Committee which is based in Delano, California. The efforts of U.F.W.O.C. helped create political divisions among Mexican-American, Filipino, and Puerto Ricans; migrant and non-migrant workers; some Mexican-Americans and some Anglo members of the community; and workers and growers in the Delano area. Before the contracts between U.F.W.O.C. and the growers were signed in 1970, the apparent feeling exhibited by the workers were mixed regarding the merits of Caesar Chavez's union efforts.

The Richgrove School District is one of the fifty-one school districts in the counties of Kings, Tulare, and Kern participating in the Multi-County Program that is designed to offer supplementary services to children whose families follow the crops.

The Problem

The purpose of this study.--The purpose of this study was to describe the development, implementation, and observed results of the migrant education program in the Richgrove School District.

Hypothesis.--It was the hypothesis of this study that migrant education programs can be designed to improve student achievement in

reading and in English as the second language classes, improve the self-image of the student, and improve food and health services for migrant children.

Justification of the problem.--Approximately 30 per cent of the children attending school in the Richgrove School District are defined as migrants. Migratory children exhibit serious deficiencies in reading and in English. Students identified as migrants often were two or more grades below grade level in reading, spoke little or no English, tended to withdraw from the school environment, and exhibited characteristics of poor self-image, lacked nutritionally balanced meals, and had few, if any, previous health records. Migrant education programs should be designed to meet the most pressing educational needs of children whose families follow the agricultural crops, through comprehensive and innovative programs.

The present study is an outgrowth of the Richgrove School District's concern and effort to develop and to provide an adequate educational program for migratory children residing within its attendance boundaries. It is anticipated by this writer that the components of the Richgrove School District's Migrant Education Program that are effective in meeting the educational needs of migrant children could be used as a program guide by other school districts.

Method of procedure.--The procedure followed in this research study was to describe the development, implementation, and observed results of the migrant education program in the Richgrove School District during the 1970-71 school year.

This study is divided into five major areas of investigation.

The first deals with the introduction of the problem. The second area is concerned with a review of related literature. The third area deals with the description of the migrant education program in the Richgrove School District. The fourth area is concerned with the observed results of the Richgrove migrant program. The fifth area gives consideration to the summary, conclusion, and recommendations for further study.

Statement of the problem.--The problem was to examine student achievement in "pull-out" instruction classes in reading and in English as a second language, student self-image improvement, food and health services, and community involvement for migrants.

Delimits of the study.--The study was limited to those aspects of the Richgrove School District's program for migratory children during the 1970-71 school year.

Implications of the study.--The results of this study may be used to help improve the educational opportunities in other school districts or states that are providing services for migrant children.

Organization of the study.--Chapter I serves as the introductory chapter to the study and is concerned with an introduction to the problem and a statement of the problem.

Chapter II is concerned with related literature. The areas examined were problems related to the education of Mexican-Americans and migrant education.

Chapter III deals with the Richgrove School District's Migrant Education Program. Components of the program reported were Language Comprehension Improvement and English as a Second Language programs, health services, self-image improvement, and community involvement.

Chapter IV is concerned with the observed results of the migrant education program. Factors considered were program effectiveness and program evaluation.

Chapter V includes the summary, conclusions, and recommendations for further study. Factors discussed were supplemental services to migrant children, the improvement of the migrant educational program, the future of migrant education, implications for other districts, and the need for tests to measure the attributes of Mexican-Americans.

CHAPTER II

RELATED LITERATURE

The migrant child comes to a community with the swiftness of the agricultural crops. His arrival is as quick as it is necessary for his family to work in the local crop harvest. Rarely is the migrant family integrated into the total functions of the community. The migrant usually lives "on the other side of the tracks", or in a labor camp isolated from the rest of the community. The migrant family shares disproportionately the educational and poverty problems of rural America.

In a U.S. Office of Education publication, Jess Walker of Western Michigan University stated that migrants are the most educationally disadvantaged boys and girls of the total segment of the school population that have been classified as educationally deprived or disadvantaged by professional educators. In the report he further stated that many educators have been aware of the poor job the public schools are doing in meeting the educational needs of the migrant child. It was further reported that Walker also stated: "Most educational programs are still total failures for migrant children . . ." (27:2).

Problems Related to the Education of Mexican-Americans

Many educators are aware that often Mexican-American pupils experience difficulty in school. The Mexican-American child in the Southwest does not experience as high an educational attainment as

members of other ethnic groups. This could certainly present a problem and a challenge for educators and school districts that are charged with the responsibility of educating these Spanish speaking children. Julian Nava, Professor at San Fernando Valley State College and a member of the Los Angeles City Board of Education, reported that the great problem posed public school education by Mexican-American children is clearly identified when one considers the fact that the educational achievement, when measured by grades completed in school, is lower for the Mexican-American than any other minority group (36:6).

It would appear to this researcher that many variable factors influence the school success of Mexican children. It would also seem that a study of the socio-economic conditions of Mexican-Americans may help explain some of the reasons for the apparent lack of school success by many Mexican-Americans.

Culture of the Mexican-American

In a 1969 study by Edward J. Casavantes, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, the following were reported as attributes of the majority of Mexican Americans:

1. The majority have come, or have had parents or grandparents who have come, from Mexico.
2. They speak the Spanish language, and, as a consequence, may have an accent which is a distinguishing factor.
3. They belong to the Roman Catholic Church, consequently much behavior is aligned with the practice of Catholicism.
4. Many have darker skin coloration, dark hair, and brown eyes, thus creating high visibility.
5. They live in the five Southwestern states of the United States: Texas, New Mexico, Colorado, Arizona, and California.
6. The educational level, for those over age 25, averages less than eight years.
7. Between 30 and 40 per cent of the families earn less than $3,000 per year, thus may be said to be living in the culture of poverty (13:4).

The culture of the Mexican-American is different from the culture of Anglo-Americans. In the Mexican-American homes, Spanish is usually spoken. Values and attitudes often differ from those of the Anglo. It was reported by Luis F. Hernandez, San Fernando Valley State College, that the man is the head of the Mexican-American family and that the male is considered superior to the female. Women are considered inferior beings whose obligations are to make tortillas, have babies, and care for the family. There is even a division of labor based on sex differences in the Mexican-American home. Males are usually treated as superiors in the Mexican-American culture and are supposed to act as adults at an early age. This includes being knowledgeable in the ways of the world and earning money for the family during the adolescent period. Being "Macho" (maleness) may cause some cultural conflict for the Mexican-American in the United States. In the culture of the United States, females are usually treated as equals and males are not generally regarded as superior beings (20:20).

William Madsen, Purdue University, stated that in the Mexican-American community the concept of male honor requires the Latin to avoid being proven wrong. He also reported that weakness is looked down on in all spheres of male activity. Madsen further reported in the Latin culture the best man is one who can drink the most, defend himself best, have the most sex relations, and have the most sons borne by his wife. If unmarried, the best man is the one who has the most girl friends; if married, the one who deceives his wife the most (23:19-20).

In Madsen's study of the culture of the Mexican-American, he

reported that the Latin wife is expected to obey and respect her husband; and that the wife should never express sorrow or anger at her husband's extramartial activities. The study also revealed that the eldest son is second in command only to the father and that if anything happens to the father, the eldest son becomes the head of the family. Madsen also reported that the family and extended family (compadres or coparents) are extremely close knit (23:20-54).

Some people have viewed the Mexican as being remote from the world, from other people, and from himself. These individuals have viewed the Mexican as lazy and less intelligent. One reason for a negative attitude on the part of some individuals regarding the Mexican-American may be the way in which he projects his image to other people. In support of the poor image projected by some Mexicans Octavio Paz stated that:

> Our sense of inferiority--real or imagined--might be explained at least partly by the reserve with which the Mexican faces other people and the unpredictable violence with which his emotions break through his mask of impassivity (25:19).

It would appear to this researcher that the description of the Mexican being less intelligent and lazy is neither a fair nor accurate description of the attributes of the Mexican. In fact, it would appear to this writer that Mexican-Americans, whether they are called Latin-Americans, Spanish-Americans, or Chicanos, have many of the same strengths and weaknesses of individuals of other ethnic groups. The Mexican-American community, just like any other community, has members of which it can be proud as well as some members with sociological traits that are less desirable. It is generally accepted by individuals

such as Nava, Sanchez, and Madsen that the Mexican is just as different, as interesting, and as unique as any other being.

An important factor influencing the acceptance of the Mexican in American society may be caused by the slow acculturation process of Mexican-Americans. Many Mexican-Americans, to the determent of the acculturation process into the mainstream of American society, look with pride upon their Mexican heritage. The rapidity of the acculturation process for the Mexican-American generally has been considered to have been reduced by his command of the Spanish language and the closeness of his mother country, Mexico. These two factors may have given strength to the ethnic pride and Mexican culture for individuals of Mexican decent residing in the United States. In support of this concept Casavantes reported that:

> The resurgence of ethnic pride which has come about in recent years can well be said to apply to the Mexican-American. No longer need an individual apologetically say that he is Mexican or Mexican-American or Spanish-American. No longer need he apologize to someone for being a little darker of skin. No longer is a Spanish accent quite as negative or undesirable a characteristic as it was as little as five years ago. On the other hand, neither can the Mexican-American raise his head high and with complete confidence and pride say that he is a Mexican-American. Mexican-Americans are, despite any growth, still in limbo because, for many, while they are Americans by citizenship and by residence, they are Mexicans in heritage and tradition (13:1).

With a new era of educational thinking and the passage of federal and state laws that provide additional funding for culturally disadvantaged children, more minority children should receive educational instruction geared to meet their individual needs. This increased educational effort should provide more children from different backgrounds an opportunity to experience success in school. It is

often basically assumed by sensitive educators that Mexican-American children should have opportunities to reflect with pride on their heritage and traditions. With the resurgence of ethnic pride, educators should consider their moral obligation to teach Mexican-American children and perhaps some of their parents the antecedents of their Nationality or ethnicity. Research indicates that one approach to teaching cultural heritage is to enumerate the various deeds and achievements of selected Hispanic, Mexican, or Latin-American individuals. A recent representative study by Casavantes revealed that although there is little opposition to teaching Mexican culture, there is not a great deal of agreement as to what constitutes being Mexican-American. A wide variation as to values, socio-economic background, and ethnic ancestory has existed among Mexican-Americans for generations and this has made meaningless the earlier stereotyping of "Mexicanness" (13:1-2).

It is generally believed among researchers such as Casavantes, Hernandez, Madsen, and Grebler, Moore, and Guzman that the acculturation of Mexican-Americans has been greatly affected by their educational levels. Luis F. Hernandez, San Fernando Valley State College, stated that:

1. Mexican-Americans are at different stages and levels of acculturation.

2. The total assimilation of an ethnic group rarely takes place at a low socio-economic level.

3. Most Mexican-Americans of a low socio-economic level are of a rural background.

4. Rural people generally

   a. are more resistant to change.

   b. have very limited experience in civic or business affairs.

   c. tend to be more independent and more self-sufficient.

   d. tend to retain their sense of individuality.

5. Many Mexican-Americans have developed a number of self protective mechanisms.

6. Numerous Mexican-Americans have values and attitudes that are different from those of the Anglos.

7. Generally acculturation takes place more rapidly once the socio-economic level of the ethnic group is raised (20:14-16).

As concerned educators, we should recognize the efforts of individuals within the Mexican-American community who are striving to improve conditions for their fellow Mexican-American. Well known leaders in the Mexican-American movement such as Caesar Chavez, United Farm Workers Organizing Committee; Bert Corona, Superintendent, Modesto, California, City Schools; Phillip Sanchez, Director of Office of Economic Opportunity; Corky Gonzales, leader, Crusade for Justice, Denver, Colorado; George I. Sanchez, University of Texas, Austin, Texas; Reis Tijerina, Land Reform Movement, New Mexico; Julian Nava, Los Angeles City Board of Education; and Jose B. Canto, Intern Administrator, Tulare County Department of Education are all interested in improving the life style of their people; however, they have often advocated different avenues to follow in achieving this goal.

Many schools are faced with complex problems of providing

adequate educational programs for Mexican-American children. Since most Mexican-Americans reside in the geographic area known as the Southwest, which includes the states of Texas, New Mexico, Arizona, Colorado, and California, designing programs to meet the educational needs of Mexican-Americans should be a major consideration in this region.

During 1960, about 87 per cent of the total number of Mexican-Americans in the United States resided in the region known as the Southwest. Yet, this same region has only 16 per cent of the entire population of the United States (18:15).

Socio-economic conditions

If it is true that the lives of men are governed largely by their finances, then it would seem reasonable that as members of society we should be obligated to consider providing opportunities that will enable the Mexican-Americans residing in the United States to experience economic success. Further attention was given to areas of high concentration and to the socio-economic progress of Mexican-Americans in the United States by Grebler, Moore, and Guzman in their five year study that was published in 1970, when they reported that:

> Within the Southwest, the vast majority of Mexican-Americans live in the two biggest states, California and Texas. Each of these accounted for over 1.4 million of the nearly 3.5 million Spanish surname persons recorded by the census in 1960. Together, California and Texas held 82 per cent of the population, and the remaining three states, Arizona, Colorado, and New Mexico, only 621,000 or 18 per cent. ... ... All this means that the future of Mexican-Americans depends very largely on their progress in California and Texas. ... ... (18:15).

In the Southwest, poverty has an important effect on the life-

style of the Mexican-American. Several writers believe that the characteristics often associated with Mexican-Americans are basically descriptions of individuals from the lower-lower socio-economic class. In agreement with this, Casavantes reported that research has documented some of the personality and social characteristics which are attributed to those people who live in the lower-lower economic group. In the United States this usually includes at least the bottom 15 per cent of the total population. It was further reported by Casavantes that lower-lower class behavior patterns were examined and contrasted with middle class patterns in Central California. Patterns for Negroes, Mexican-Americans, and Anglos were included in the study. The data indicated that when the attributes of these lower-lower class Negroes, Mexican-Americans, and Anglos were compared there were no significant differences in their value systems. It is quite evident that many of the sociologic-anthropologic studies have accurately depicted not the life-style of the Mexican-American, Puerto Rican, or even the Mexican, but accurately described in a confounding manner the characteristics and attributes of individuals living in the culture of poverty (13:2).

To further support the theory regarding an individual's value system, Casavantes reported the following as being characterologic attributes of most people living in the culture of poverty:

1. The low socio-economic individual's life within the context of an extended family incorporates a larger proportion of available time (than is true of middle and upper class individuals) in interaction with relatives and with other people living nearby.

2. As a group, they are usually non-joiners of voluntary associations, including fraternal, church related, and political associations. (They tend to relate primarily with the immediate and extended family).

3. The adults have a preference for the old and the familiar, demonstrated by a reluctance to engage in new situations, or to form new social relationships. They are especially reluctant to initiate interactions with strangers.

4. They demonstrate a marked anti-intellectualism, which expresses itself in little admiration of intellectuals, professors, writers, artists, the ballet, symphonies, etc., as well as in lack of support for schools or for the school activities for their children.

5. Males are expected to demonstrate "Machismo." This is seen as opposite behavior to being intellectual, or engaging in such activities as ballet. Most males who demonstrate "Machismo" brag a great deal about their male conquests, and refuse to engage in any behavior which is associated with femininity, such as diaper changing, dish-washing, cooking, etc.

6. Most people in a culture of poverty appear unable to postpone gratification. They exhibit a tendency to live on a day-to-day basis. Few, if any, provisions are made for long-range activities.

7. On the part of most individuals there is a great deal of use of physical force. To settle disputes or to correct disobedient children, physical force or punishment is usually used.

8. Individuals are extremely fatalistic in their view of the world, feeling that they have very little control over nature, over

institutions, or over events (13:3).

Many Mexican-Americans work at the low end of the occupational hierarchy. This was supported in a recent research study by Grebler, Moore, and Guzman. They reported that 57 per cent of the Mexican-Americans were employed in low skill manual labor. This was contrasted with 26 per cent of the Anglos (18:19-20).

Many Mexican-American families in the Southwest live in substandard housing. This is especially true for those living in many of the migrant labor camps. A recent study revealed that due to financial constraints and large families, Mexican-Americans experience a high incidence of poor housing (18:22-23).

In addition to poor housing, many Mexican-Americans experience substandard medical care. Margaret Clark's research study of 1959 revealed that several factors influence health in the Mexican-American community. Of these influencing factors, financial consideration was listed as a prime reason that medical services are often less available to the Mexican-American. The financial demands of the large family and the limited income of most Mexican-Americans make it rather difficult to secure adequate private medical services. Many Mexican-Americans are directed by finances to seek the medical services provided by public agencies. Often the lack of understanding of the pre-pay plan or health insurance limits the medical choices for members of the Mexican-American community. The advantages of the part-pay clinics or hospitals are not always available in areas of a high Mexican-American population.

Another factor mentioned revealed that many Mexican-Americans

want a warm, personal relationship with their doctor and that often they do not trust individuals who use the cold, scientific approach. The study also revealed that modern medicine often conflicts with the folk beliefs of some Mexican-Americans. The lack of transportation to and from the medical facilities often presents a problem for some families. Margaret Clark also mentioned that hospitals should prepare menus that include diets designed for Mexican-Americans. She further stated that the extreme modesty of Mexican-American girls and women very seriously limited their medical services.

The study also revealed that it is extremely important for individuals responsible for providing health services to Mexican-Americans to understand that often health decisions in the Mexican family are a group responsibility, not an individual responsibility and that there is a fear that agencies may cause trouble for them (14:218-239).

Often the members of minority live in isolated poverty. In Casavantes's study it was reported that 33 per cent of the more than four million Mexican-Americans who live in the Southwest live in poverty; that 16 per cent of the total Caucasian population lives in poverty; and that 72 per cent of the American Indian population lives in poverty. A family income of less than about $3,000 per year is considered poverty level (13:5-7).

Yet, it is often an extremely difficult task for a member of an ethnic minority to rise above the level of poverty. He often needs to overcome language and educational barriers as well as the scorn of some members of his own ethnic group. Many militants have stated

that any Mexican-American individual who tries to be middle class in his life-style is not a "true Chicano." He is often referred to as a "Tio Taco." This has the same connotation as an "Uncle Tom" in the Black community. This assumption is proven absurd when one considers the fact that in Mexico there are many "true Mexicans" who are obviously middle class Mexicans. Being a Mexican-American should not necessarily have to mean being a lower socio-economic Mexican-American. Better education has been one way of gaining better employment and thus a better life-style. It has been possible for many people to improve their standard of living and to rise above the poverty status level. It is true that colors do not change; however, class structures do change. It is true that once a "Brown" always a "Brown"; however, it is not necessarily true that once a "poor man" always a "poor man" (13:5-12).

Some members of minority groups have expressed a desire to improve their socio-economic levels. Studies indicated that most people want a better way of life for their families and usually migrate to areas where they feel they will have a better chance for improvement. Grebler, Moore, and Guzman reported that California ranked highest in absolute terms and lowest in terms of differences between minority and majority members. This probably helps account for the shift of Spanish surname population toward California (18:20-28).

Migrant Education

The problems related to the education of Mexican-American

youngsters seem to be applicable to the education of many migrant students since the majority of migrant children are also Mexican-American. It is interesting to note that almost all of the Mexican-American population in the United States resides in the Southwest and that the majority of the labor force that follows seasonal crops in the Southwest is composed of Mexican-Americans (17:2-29).

Education appears to have a tremendous challenge before it if educators expect to provide equal educational opportunities for all children. This is somewhat clearer when we consider language differences, economic deprivation, lack of educational opportunities, cultural conflicts, social disorganization, and personality disorganization as the major problems faced by minority groups. These areas of major concerns added to the problems created by the migratory effects of agricultural workers only tend to further compound the already complicated teaching-learning situation for migrant children. To further support this, research indicates that the children of migrant farmers have special educational concerns (18:143-147).

Agricultural work is a way of life for migrant families. Many Mexican-Americans who reside in small towns or cities still earn a living for their families by securing employment in agriculturally related fields of endeavor. To further support this Grebler, Moore, and Guzman reported that:

> . . . Interestingly, a trace of the previous Mexican-American orientation to rural life is still found in the fact that the occupations of Spanish surname persons are less highly urbanized than their domicile. A relatively large number of those who live in cities have agricultural jobs using their urban residence as a base for migratory work (18:16).

The researchers further stated that the ranks of urban Mexican-American males at the low end of the educational hierarchy are swelled by an unusually high number of agricultural workers, reflecting the relatively large proportion of migratory farm laborers having an urban domicile (18:20).

Many Mexican settlements were originally created because of the need for a mobile labor force in agriculture or railroad work. As Mexican immigrants migrated to the United States they tended to locate in areas that would place them in locations of demand for migrant farm work. This direction on the part of Mexican immigrants was necessitated by the fact that most immigrants were unskilled or only had previous experience as farm workers in Mexico (18:82-87).

The need for migrant education

The migrant child may be the Negro youngster from the South, the Spanish-speaking niño from the Central Valley of California or the Rio Grande Valley of Texas, or the tow-headed lad, whose speech betrays his mountain heritage. In any case, he is the neglected stranger in the heartland of America.

Perhaps the single greatest area of social neglect is in the field of education. Previously, few states made any attempt to get and keep the migrant in school and even fewer states had any special educational services, such as summer sessions, adapted to his special needs and abilities.

Because of his mobility and socio-economic class level, the migrant child is usually retarded from two to three years in grade

achievement in reading, language skills, and arithmetic. He is frequently further handicapped by being culturally disoriented to the common teaching techniques and materials used in the regular classroom. Since he has seldom experienced a sense of achievement, he often suffers from feelings of insecurity and anonymity. The migrant child requires special attention from an already overworked teacher, who frequently lacks the experience and understanding necessary to deal with the problems associated with cultural deprivation. Often his very presence in the sometimes overcrowded classroom slows up the progress of the entire class, creates new problems for the teacher, the school, and the community (20:26-38).

This unfortunate combination of factors, over which the migrant has little or no control, produce a pervasive blight of indifference to the educational needs of the migrant child, a blight which often extends from the state legislature to the local school district's governing board. Many responsible individuals unthinkingly believe that the education of migrant youngsters is someone else's problem. While these individuals fail to act, the helpless migrant child is growing up illiterate, unskilled, and in an increasingly automated society, probably will be unemployable except in the fields. The total human cost in destroyed hopes and wasted lives can not be measured while the social cost, the ultimate burden of the community, can only be conjectured (27:1-21).

The need for migrant education was clearly illustrated at the end of the first year when programs were provided migrant children as authorized by the Elementary and Secondary Education Act, Title I.

At the close of the year the states submitted their reports to the U.S. Office of Education in Washington, D.C. From the descriptions and evaluations, the five most pressing needs of migrant children were identified as the following:

1. Language training
2. Proper health and medical care
3. Cultural development
4. Improvement of self-image
5. Proper nutrition (27:31).

The research also revealed that eating habits are difficult to change and that balanced meals are rare for most migrants. For generations, many migrants have been eating unwisely even when they could afford to eat better balanced meals (27:36-37). The study also revealed that the migrant child's greatest need is to experience success in school (27:34).

The first federal law ever passed specifically for migrants was the 1962 Migrant Health Act. By 1967, approximately 110 private or public health organizations were using migrant health grants to help provide medical, nursing, hospital, health education, and sanitation services. Health records are now becoming a part of the new nation-wide record transfer system being programmed on the computer in Arkansas. Yet, with all the increased concern for the health of migrants, the Federal Government continues to spend $12 per year on health services for the average migrant, compared with $200 per year for other citizens (27:33).

Federal funding for the education of migrant children

Concerned elected representatives of the people acted to

provide special funds for compensatory education when they enacted the Elementary and Secondary Education Act of 1965, Title I, Public Law 89-10. The Elementary and Secondary Education Act of 1965, Public Law 89-10 was amended in 1966 by Public Law 89-750, which became known as the Migrant Amendment (9:1). Financial assistance to school districts who had migrant students was initiated in the spring and summer of 1967. This financial assistance has helped to expand the services provided migrant children since 1967 (6:1).

The number of children participating in migrant programs has grown from 80,000 in 1967 to an estimated 235,000 in 1971. With current allotments totaling some $57 million, all 48 mainland states are operating migrant education programs. It was further reported by the U.S. Office of Education that:

> Funds are alloted according to a formula that determines the maximum grant each state may receive. The amount is computed by multiplying the estimated number of migrant children who live full or part time in the state by per pupil expenditures (32:32).

In 1968, Title I M of the Elementary and Secondary Education Act was amended to provide that a child may be counted as a migrant up to five years after his family has settled in one place. All local migrant education projects include provisions for meeting such basic needs of the children as clothing, medical, transportation, and food. Educational programs feature skills development courses, bilingual education, individualized educational experiences, and cultural and recreational activities (32:32).

The migrant education programs offered children vary among states. They also vary within the state according to the special needs

of the children whose families live or work within its borders some time during the year. The local migrant projects are held in regular schools, in schooling areas of high migrant concentration, in special centers, and in mobile units that travel to migrant labor camps for on the spot instruction and services. In order to qualify for migrant funds, the state educational agency, which is responsible for administering and operating migrant education programs, must submit its plan and cost estimate for the projects to the Office of Education for approval. The migrant grants that are awarded to states are entirely separate from general Title I allocations (32:32). Table 1 shows the amount of Federal money allocated to states during 1971 fiscal year for the education of migrant children.

California Plan for the Education of Migrant Children

The education of migrant children is a massive undertaking. Anyone looking for a simple nationwide system, some easy or cheap formula for getting the youths to school and gaining their confidence, may be disappointed. The crops are different and so, to some extent, are the migrant and their needs. There are no quick answers to migrant education (27:41).

The California Plan for the Education of Migrant Children was implemented under Title I of the Elementary and Secondary Education Act, amended by Public Law 89-750. The California Plan was designed to strengthen educational programs for children whose families follow the crops. Financial assistance to school districts that receive migrant children was initiated in the spring and summer of

TABLE 1

STATE PROGRAMS FOR
MIGRATORY CHILDREN ALLOTMENTS FOR
FISCAL YEAR 1971

State	Amount
TOTAL	$57,608,680
Alabama	497,508
Alaska	
Arizona	1,471,798 * (8)
Arkansas	525,688
California	7,368,421 * (3)
Colorado	1,065,629
Connecticut	501,516
Delaware	208,219
Florida	7,796,910 * (2)
Georgia	376,047
Hawaii	
Idaho	636,138
Illinois	494,104
Indiana	510,465
Iowa	70,663
Kansas	452,163
Kentucky	53,766
Louisiana	341,714
Maine	45,346
Maryland	191,901
Massachusetts	216,830
Michigan	3,024,378 * (4)
Minnesota	312,015
Mississippi	727,802
Missouri	325,194
Montana	610,226
Nebraska	202,436
Nevada	20,081
New Hampshire	15,546
New Jersey	1,539,926 * (6)
New Mexico	711,283
New York	2,074,282 * (5)
North Carolina	1,081,176 * (10)
North Dakota	533,462
Ohio	1,060,771

TABLE 1 -- Continued

State	Amount
Oklahoma	540,911
Oregon	1,379,238 * (9)
Pennsylvania	417,027
Rhode Island	2,215
South Carolina	450,543
South Dakota	26,235
Tennessee	225,433
Texas	13,594,055 * (1)
Utah	163,244
Vermont	4,533
Virginia	544,799
Washington	1,481,313 * (7)
West Virginia	112,716
Wisconsin	370,972
Wyoming	132,042
District of Columbia	
Reserved	3,100,000

* These states are among the ten that received the most money from the federal government for the education of migrant students.

Source: American Education, United States Department of Health, Education, and Welfare, Office of Education, June, 1971, Washington, D. C., p. 32.

1967. This financial assistance has continued and has been expanded (6:1).

The California State Department of Education is aware of the importance of the education of migrant children since more migrant workers come into California than into any other state. Yet this influx accounts for only about 40 per cent of the total migrant population. The other 60 per cent of the migrant labor force are workers who are home-based in California and move around within the state and occasionally journey up to Oregon and Washington. The migrants are nearly all Mexican-Americans who speak poor Spanish and often little or no English (27:42).

The California Plan for the Education of Migrant Children may serve as an example to other states with widely dispersed migrant student populations. In the California Plan, migrant children are integrated into the regular school program of the participating local school districts. Specialist teachers, instructional aides, Mini-Corps, teacher assistants, and tutors are often utilized to provide migrant students with small group and individualized instruction in such areas as oral language development, English as a second language, special tutorial programs, and reading skills development. In addition, opportunities frequently provided migrants included after school recreation, cultural enrichment activities, and learning experience field trips (6:4-10).

The California Plan for the Education of Migrant Children is operated by the State of California. The Migrant Amendment to the Elementary and Secondary Education Act of 1965, Title I, Public Law

89-750, provides that the state educational agency administer the program in accordance with federal and state regulations, and that the entire allocation of funds for operating the individual migrant program is made to the state educational agency. This plan provides for supplementary compensatory educational programs and services for migrant children in school districts which have major impactions of migrant children (10:1).

It was reported in the California Guidelines for the Education of Migrant Children that:

> Unlike regular Title I programs, local school districts do not have an entitlement to funds. Instead, provision is made for local school districts and county superintendents of schools to participate cooperatively with the state educational agency to carry on portions of the statewide program through a regional organization (10:1).

The regional concept, used for the operation of the California Plan, recognizes that the state is charged with the responsibility of involving agencies that will assist in providing high quality educational programs for migrant children. The California regional plan requires state level policy determination and coordination, regional level program management, and administration and supervision at the local operational level. The state is divided into six geographic regions for planning and implementation of migrant programs. These six regions are shown in Figure 1 (10:1-4).

The California Plan also includes the idea of a comprehensive program of education and ancillary services coordinated with services and activities of all agencies that serve migrant families. Under this plan, funds are used to supplement the resources that are already

REGIONAL ORGANIZATION MAP
CALIFORNIA PLAN FOR THE EDUCATION
OF MIGRANT CHILDREN

Figure 1

Source: Guidelines for the Education of Migrant Children, California State Department of Education, July 1970, p. 4.

in the region (10:1-2).

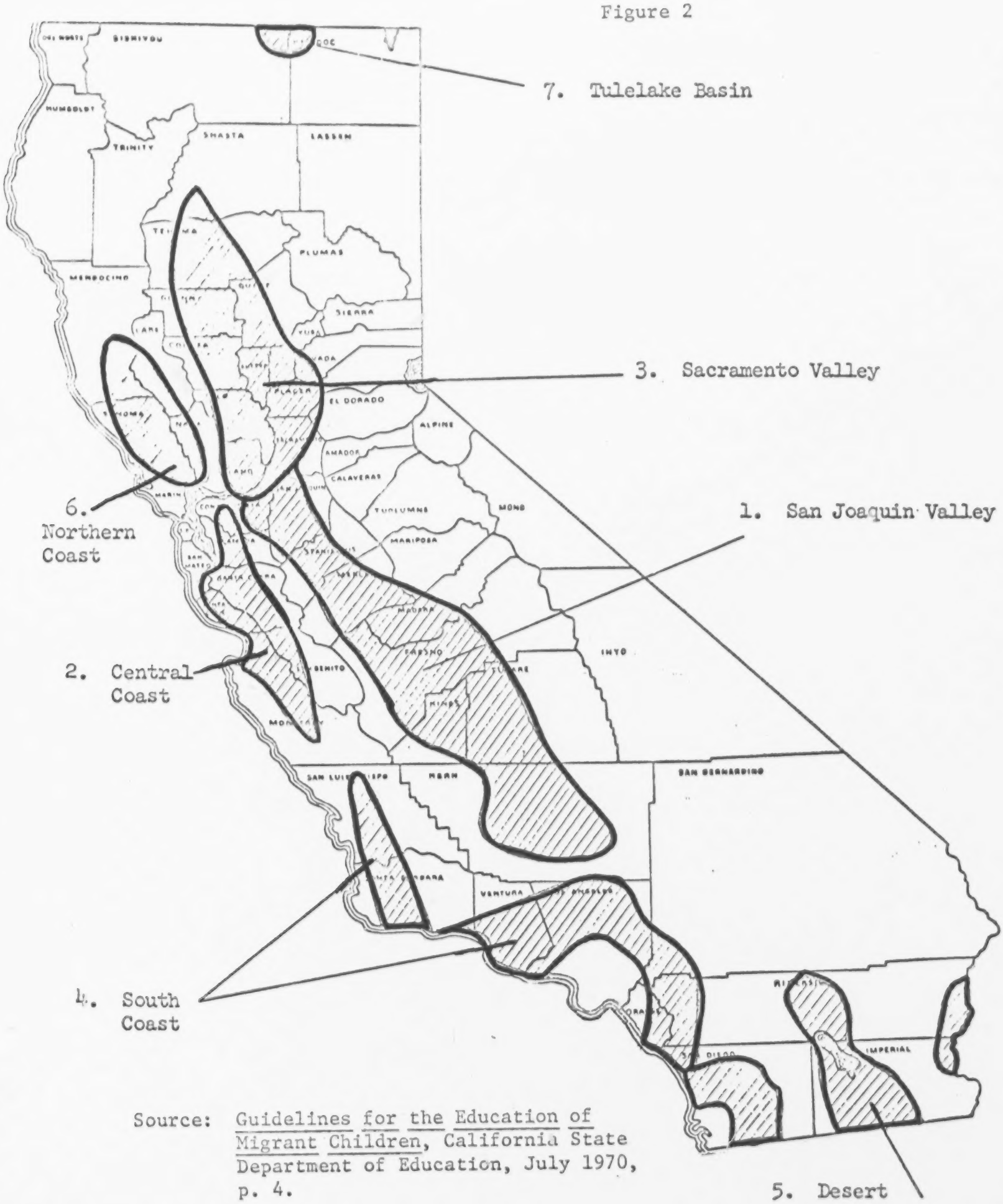
The seven major farming areas in California with high concentrations of migrant farm workers and their families are shown in Figure 2. These areas include 43 of California's 58 counties. The following seven areas have the greatest number of migrant farm workers and their families:

1. San Joaquin Valley
2. Central Coast
3. Sacramento Valley
4. South Coast
5. Desert
6. Northern Coast
7. Tulelake (10:2)

The six migrant service regions established by the California Plan were determined by geographic areas and high concentration of migrant families. See Figure 1.

The administrative responsibility for development and operation of the migrant education program within each of the six regions is vested in the Bureau of Community Services and Migrant Education and the California State Department of Education. It is the policy of this Bureau to involve local educational agencies in this process. In order to help achieve this policy, one or more county superintendents of schools, in each of the six migrant service regions, is designated as a limited agent of the State Department of Education to perform such administrative, supervisory, coordinating, and management functions as are appropriate to the proper and efficient implementation

Figure 2



Source: Guidelines for the Education of Migrant Children, California State Department of Education, July 1970, p. 4.

of the program within that particular service region (10:5).

Each county superintendent designated as an agent should utilize an executive board consisting of representatives of other county superintendents of schools and school districts in the region and consultants from the Bureau of Community Services and Migrant Education. The designated county superintendent shall employ, with the concurrence of the executive board and the Bureau of Community Services and Migrant Education, a director for migrant education who shall be charged with the responsibility for the development and management of the regional component in accordance with the guidelines established by the California Plan for the Education of Migrant Children (10:5).

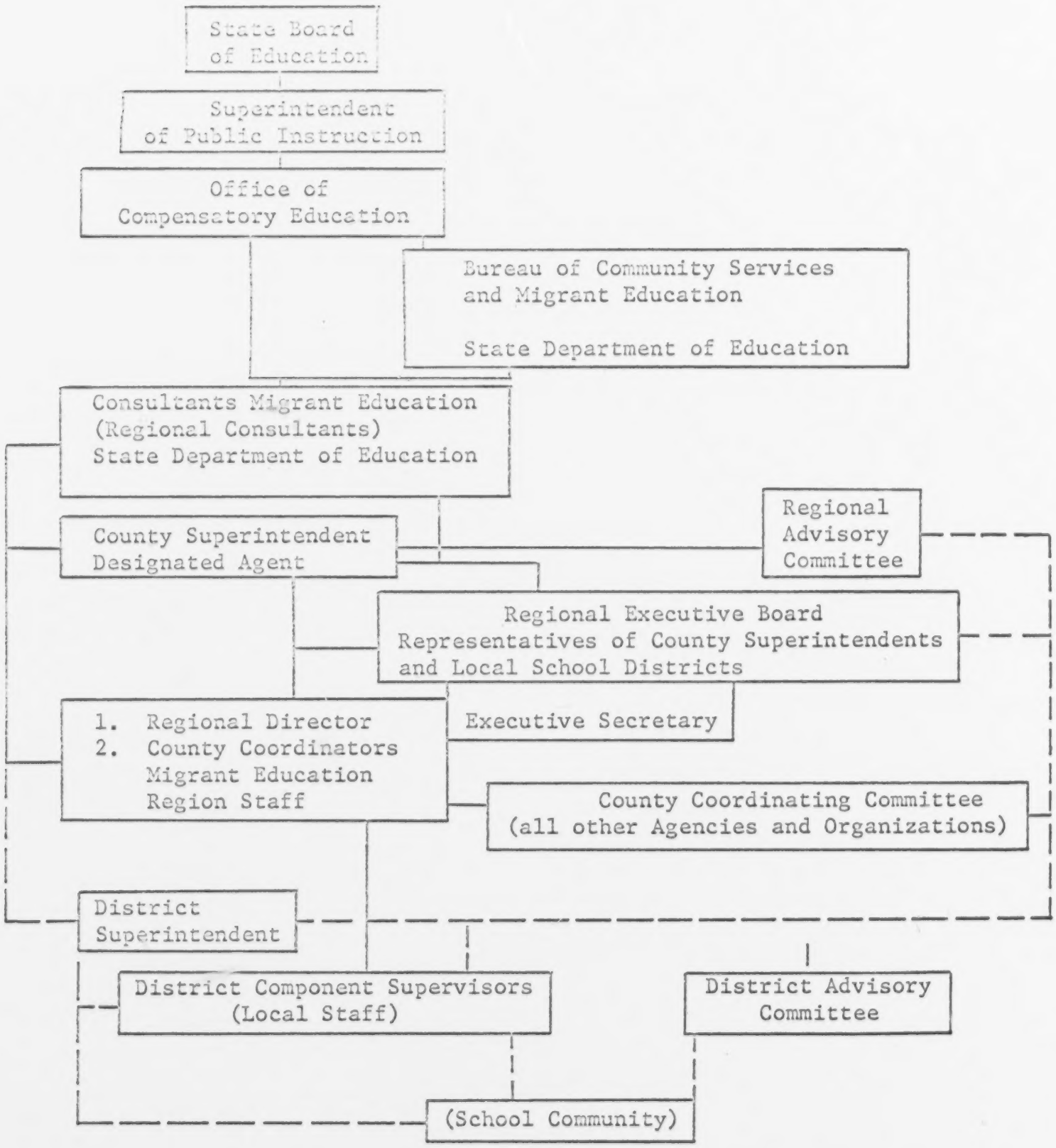
The implementation of migrant education programs of the region in local school districts is effected through service agreements that specify the components of the local school district's migrant program, signed between the designated agency county superintendent and the authorized agent or the members of the local governing board. All service agreements must be approved by the regional consultant from the Bureau of Community Services and Migrant Education. The organizational chart is outlined in Figure 3 (10:5).

The concerns expressed for migrants are evidenced in the objectives of the California Plan for the Education of Migrant Children which are based upon the following general statement of needs of migrant children which reported that:

> Over 80,000 children of migrant agricultural workers between the ages of 3 and 17 attend school in approximately 200 school districts in 43 California counties for at least a part of each school year. These children from the least affluent segment of American society tend to move frequently, attend school

FIGURE 3

ORGANIZATIONAL CHART FOR REGIONAL PLAN


State Board of Education
Superintendent of Public Instruction
Office of Compensatory Education
Bureau of Community Services and Migrant Education
State Department of Education
Consultants Migrant Education (Regional Consultants) State Department of Education
County Superintendent Designated Agent
Regional Advisory Committee
Regional Executive Board Representatives of County Superintendents and Local School Districts
1. Regional Director
2. County Coordinators Migrant Education Region Staff
Executive Secretary
County Coordinating Committee (all other Agencies and Organizations)
District Superintendent
District Component Supervisors (Local Staff)
District Advisory Committee
(School Community)

> irregularly, and suffer health defects and language handicaps resulting in significantly retarded progress in school. In general, their rate of progress is not more than .7 months for each month spent in school. This retardation is cumulative and eventuates in most becoming early school leavers, poorly prepared for economic success or upward social mobility. These problems are of such magnitude and severity that local school districts have been unable to solve them with the resources normally available (10:11).

Chapter Summary

From a review of the literature, it is evident that there are many complex problems related to the education of migrant children.

Various writers have stated most educational programs for migrant children are still total failures and that migrant boys and girls are the most educationally disadvantaged of the total school population.

The literature also revealed that most of the migrant labor force in the Southwest is composed of Mexican-Americans. It was also reported that Mexican-Americans experience an educational achievement lower than any other minority. Socio-economic conditions, language, and cultural differences were listed as factors related to the school achievement of migrant Mexican-Americans.

It was reported in the literature that the nation's general concern for the welfare of the minority and educationally disadvantaged children was evidenced by the passage of federal and state laws designed to provide opportunities for school success for all boys and girls.

Another finding in the literature revealed that there is a resurgence of ethnic pride in the Mexican-American community. It was

further reported that the acculturation of the Mexican-American is greatly influenced by his low socio-economic level, rural background, language barrier, and cultural conflicts. It was also reported that acculturation takes place more rapidly once the socio-economic level of the ethnic group is raised.

The literature also indicated that many schools are charged with the important task of providing adequate educational programs for Mexican-American children in the Southwest. More and better education was listed by several writers as a positive effort to improve the life-style of members of an ethnic group experiencing poverty.

The research further revealed that the problems related to the education of Mexican-Americans are also applicable to the education of many migrant children since the majority of migrant students are also Mexican by heritage. The studies also indicated that being migrant increased the difficulties in the teaching-learning situation for many children.

The literature identified language training, proper health and medical care, cultural development, improvement of self-image, and proper nutrition as the most pressing needs of migrant children.

Public Laws 89-10 and 89-750 have helped to provide adequate educational opportunities for many educationally deprived children. Many writers reported that with additional funding to supplement regular educational programs, the educational achievement of migrant students could be increased.

The literature indicated the California Plan for the Education of Migrant Children was designed to strengthen educational programs

for children whose families follow the crops.

The literature revealed general agreement among the writers and researchers regarding the need for adequate educational programs designed to improve the life-styles of the less fortunate migrant families. It was also reported that the progress of the Mexican-American in the United States is going to be greatly influenced by his progress in California and Texas, the two states with the highest concentration of Mexican-Americans.

In the literature reviewed by this writer, studies devoted to the problems of Mexican-Americans and the educational needs of migrant children revealed a marked absence of information dealing with the development and implementation of a model educational program for migrant children.

CHAPTER III

MIGRANT EDUCATION IN THE RICHGROVE SCHOOL DISTRICT

As stated in Chapter I, this study is a result of the Richgrove School District's concern for its migratory children. In this chapter is a description of the components and related services of the district's migrant education program.

During the spring and summer of 1970, major attention was directed by the school administration to the development of the fiscal year 1970-71 Migrant Education Program in the Richgrove School District that would provide supplementary services designed to meet the most pressing needs of migrant children.

Since there were relatively few local guidelines regarding the development and implementation of a model migrant education program, the school administration relied heavily on a needs assessment approach for the development of the Richgrove Migrant Program. With the assistance of the school advisory committee, the school community aide, the Richgrove Educators Association, the Board of Trustees, the specialist teachers (reading and English as a second language teachers), the State of California and the Multi-County Guidelines for the Education of Migrants, and the Tulare County Multi-County program coordinator, the school administration developed a list of priority items for consideration as components of the migrant education program.

Implementation of the District's Migrant Program

After reviewing the needs of the migrant child and the list of educational program components designed to meet these pressing needs, it was decided to develop and implement an enriched program in English as a second language instruction, reading improvement, self-image improvement, and offer increased nutritional and health services for migrant children. The components selected for the Richgrove Migrant Education program were to meet the most pressing needs of migrant children as identified by a later 1970 report on state programs for the education of migrant children published by the United States Department of Health, Education, and Welfare. The report listed language training, proper health and medical care, cultural development, improvement of self-image, and proper nutrition as the five most pressing educational needs of migrant children (13:31).

The budget and personnel requirements necessary to implement the program components are shown in Appendix A.

In addition to the funding and personnel provided by the Multi-County program, the district decided to furnish the personnel and funds needed to provide auxiliary services for migrant children. These auxiliary services included a cross-class tutor program that was teacher supervised, student advisors, an after school recreational program, and transportation for those children who participate in activities after the regularly scheduled school day.

During the 1970-71 school year, the peak enrollment was approximately 500 students. A total of 194 migrant students were

enrolled from September 1970 through May 1971. Eighty-one of these migrant students transferred during this same time period. In May 1971, 113 migrant students were still enrolled. The ethnic composition of the migrant students enrolled included 6 per cent Anglo, 1 per cent Puerto Rican, 1 per cent Filipino, and 92 per cent Mexican-American.

The fluctuating migrant enrollment mandated that instruction be highly individualized and that staffing be flexible.

Components of the Migrant Education Program

The migrant records clerk--community aide worked closely with the school office staff in identifying new or reentering migrant students in the district. For the purpose of identifying migrant children, all families entering students in school for the first time were asked if they worked in agriculture or agriculturally related jobs by the office staff or records clerk. The migrant records clerk then determined if the children were eligible to be designated as migrant students as defined by the California State Department of Education (17:8-9).

Since this may be one of the few opportunities to have the migrant parents visit the school, it was thought by the district to be extremely important that a friendly, sincere and concerned picture is projected by the school personnel. The Richgrove School District was extremely fortunate in having a young, personable Mexican-American girl with two years of community college training serving as the migrant records clerk--community aide. She related very well with migrant children and their families. Her ability to communicate in

English and Spanish with the Mexican-American community was a definite asset to the district.

The enrolled and identified migrant child was assigned to a regular classroom. A record of his enrollment and identification was then sent to the regular classroom teacher, the English as a Second Language and reading teachers, and the Interstate Uniform Migrant Record System. The Interstate Uniform Migrant Record System, with headquarters in Little Rock, Arkansas, is a national network that provides for the accumulation and distribution of pertinent computerized information regarding migrant children in the United States.

After the migrant child was assigned to a regular class, he was scheduled for a meeting with the English as a Second Language teacher.

If the migrant child had a satisfactory command of oral language usage, he was then given an individual diagnostic test by the reading specialist. If he was reading at or above grade level, which is not common, he was returned to the regular class room. However, if the migrant exhibited a deficiency in oral language or reading he was scheduled by the appropriate teacher to receive help to overcome this deficiency in a small group instruction situation.

Language Comprehension Improvement

The Language Comprehension Improvement program was defined as an educational instruction program that is designed to improve the listening, speaking, reading, and writing skills of migrant children whose English comprehension is deficient to the extent that they are

handicapped in their educational progress. The L.C.I. program was designed for the migrant child whose language skills were below grade level. The major emphasis in the program was based on reading skills development. The staffing patterns shown in Figure 4 were utilized to implement the L.C.I. program.

Two specialist reading teachers, certified as reading specialists by the State of California, were used as the "pull-out" teachers. The female teacher worked one-half day in the "pull-out" program and worked with children in grades one through four and kindergarten. The male "pull-out" teacher worked two-thirds of his regular day with grades four through eight in the L.C.I. program. The teachers usually schedule from four to eleven students in reading skills development classes.

A wide variety of instructional materials were used in the program. Both teachers used a diagnostic and prescriptive approach to the teaching of reading. Considerable time and effort were devoted to individualizing the program as much as possible.

The Sullivan Programmed Reading materials levels one through twenty-one, two Talking Pages, programmed tape materials developed by Ideal, Sivaroli Reading Inventory, Dolch Basic Sight Vocabulary, Southwestern Cooperative Educational Laboratory Oral Language materials, Miami Linguistic Series, Controlled Reader by Educational Developmental Laboratories, teacher constructed materials, Science Research Associates Reading Kits, Manning and Whelen Reading Inventory, and materials developed by Dr. Jane Root were used in the reading skills development classes. Efforts were directed to teach the individual child within

Figure 4

THE COORDINATION BETWEEN LANGUAGE COMPREHENSION INSTRUCTION "PULL-OUT" READING INSTRUCTION AND REGULAR CLASSROOM ACTIVITIES

REGULAR CLASSROOM

1. The migrant child participated in the regular classroom for a major portion of the school day.
2. An instructional aide was assigned to assist the teacher in working with migrant pupils during periods of language and/or reading instruction.
3. Migrant children functioning below grade level were assigned to "pull-out" instruction classes daily.

PULL-OUT LANGUAGE COMPREHENSION INSTRUCTION PROGRAM

1. Flexible scheduling was used to provide small group instruction in reading skills development.
2. Periods of instruction ranged from 30 minutes to 55 minutes daily.
3. The specialist reading teacher worked closely with the classroom teacher in order to coordinate the learning experience for the migrant child.

the group.

The major objectives of the L.C.I, program were to provide the migrant child with the necessary reading skills to experience success in the regular classroom, enhance his self-worth concept by providing individually planned learning experiences, and to achieve a month's gain in reading for every month in the program as measured by pre-test and post-test scores of the California Achievement Test in reading.

The highest migrant student enrollment for the period September 1970 through May 1971 was the 113 enrollment in May. Of these 113 migrant pupils, 88 were pla ed in the L.C.I. program. Table 2 shows the migrant enrollment by grade level for the September through May time period.

The number of migrant pupils who received instruction in the L.C.I. classes during the first, second, and third quarters is shown in Table 3.

In the L.C.I. program, 47 students in grades two through eight were tested on the test day during the first quarter. Of the 47 students tested during the first quarter, only 29 of the original students were enrolled for testing during the third quarter. The students were tested by the California Achievement Test in reading.

The L.C.I. classes utilized flexible scheduling in order to provide maximum educational opportunities for migrant children who often move interrupting their educational experience.

The philosophy followed in the district was for the school to accept the migrant child at his performance level and do as much as possible to improve his achievement level as long as he remained in

TABLE 2

NUMBER OF MIGRANT STUDENTS ENROLLED
RICHGROVE SCHOOL DISTRICT (1970-71)

Month	Knd.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
September	12	10	16	16	16	11	7	13	11	112
October	10	7	16	11	14	11	5	12	10	96
November	7	6	10	11	10	11	5	9	8	77
December	7	5	8	10	9	10	5	7	7	68
January	8	5	9	11	12	13	5	9	7	79
February	10	6	10	12	14	15	6	10	10	93
March	10	7	11	12	14	15	6	11	10	96
April	10	7	12	12	15	16	6	12	10	100
May	11	9	14	14	16	18	9	12	10	113

TABLE 3

MIGRANT STUDENTS ENROLLED IN
LANGUAGE COMPREHENSION IMPROVEMENT CLASSES
DURING THE FIRST, SECOND, AND THIRD QUARTERS
OF THE 1970-71 SCHOOL YEAR
RICHGROVE SCHOOL DISTRICT

Quarter	Grade Level									
	Knd.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
1st	7	4	7	7	6	10	3	8	4	56
2nd	9	4	6	9	9	12	4	10	7	70
3rd	10	7	9	10	11	15	7	12	7	88

the school. It would seem absurd to expect all migrant pupils to function on the same grade level.

The two reading teachers at Richgrove exhibited a sincere interest in the migrant students' welfare and school progress. It would appear to this writer that this characteristic on the part of teachers may be extremely important when working with minority or culturally disadvantaged children. Actually, this type of relationship is very desirable for each child in school. It would seem that school districts should make the utmost effort to recruit and retain teachers who care about children.

English as a Second Language

The English as a Second Language program was defined as an instructional program designed to improve listening and speaking skills for migrant pupils whose native language is one other than English and who have little or no English language comprehension. This was a program for children who were handicapped educationally and socially because they cannot communicate well in English. The degree of comprehension was measured by a pre-test evaluative instrument, shown in Appendix B, that was administered by the E.S.L. teacher.

The English as a Second Language program was designed to bring about a satisfactory transition for the migrant student from the use of his native language to the use of English. The Richgrove program capitalized on the child's skill in his native tongue to help make the transition to English easier for the child without causing the student to sacrifice his native language. The E.S.L. program

used the "pull-out" instruction approach to place the student in a small group learning for one or two periods a day. The amount of time scheduled was dependent upon the migrant student's language needs.

The English as a Second Language teacher was recruited during the late spring of 1970. The teacher selected was a Mexican-American with a five year college preparation that included a major in Foreign Language and a minor in History. He was assigned the responsibility of developing and teaching the E.S.L. program for migrant students for two-thirds of his teaching day.

During the school year, the E.S.L. teacher exhibited empathy for migrant children. The E.S.L. teacher was extremely well received by the school community and his students. He was able to relate to the problems of the Mexican-American and the migrant. The teacher was very successful in showing a need for an education and in gaining support from the community for the school programs. It is possible that the sincere efforts of the E.S.L. teacher were a positive influence in the education process of migrant students in the Richgrove School District. The E.S.L. teacher exhibited the unusual ability to be able to work with all segments of the Mexican-American community. It would appear that the apparent success of the English as a Second Language program, to a large degree, was due to the efforts of the E.S.L. teacher.

The long range goal of the English as a Second Language program was to help the migrant student develop the necessary skills in English for success in school and in society. The major objective of the program was to help the student develop self-confidence in the

use of English.

In order to achieve the E.S.L. program's goal and major objective, several procedures were incorporated into the program. The first procedure instituted by the E.S.L. teacher was to attempt to overcome the intensely fearful and out of place attitude that may be exhibited by migrant students. Before any serious attempt was made to teach the monolingual migrant student English, the pupil had to be freed as much as possible from his inherent fears of being an unwanted alien in a foreign land. In this task, a bilingual teacher has a definite advantage in establishing rapport with the migrant student and in helping him overcome his fears. The teacher must be willing to accept the possibility that the migrant student is going to be in his class only one, two, or three months before he moves from the school. It is very important that during this time, the teacher endeavors to help the student develop self-confidence by using the student's ability to communicate in Spanish to aid the development of a positive relationship between the student and the teacher. It may be extremely important for some migrant students to be able to identify with the teacher. It is necessary that the teacher remain flexible in order to deal successfully with the migrant child at the student's own level and background of experiences. By observation, the migrant program director concluded that the teacher's attitude was very important in helping the student feel at ease, experience self-worth, and realize the advantages of speaking two languages.

After the migrant student progressed to the point where he thought that speaking English would be an asset to him, the E.S.L.

teacher started the introduction of complete sentences that would be of value to the student in his everyday life. These introductions to sentences were done in an informal manner.

The E.S.L. teacher pointed out that educators must remember that the migrant student, due to his background, is not conditioned to accept the values of education as are most middle class Americans. He further reported that as a rule the migrant believes that education is reserved for the child of the wealthy.

The second common method of instruction used by the teacher was to use the student's background, language, and previous experiences and then to translate and relate these experiences for the student into English. It seemed to work fairly well when the teacher made comparisons relating to experiences and their meanings in both cultures. For example, it appeared to be extremely effective when the teacher used the student's experiences in one culture to help introduce another culture. The teacher would have a flag of Mexico on one wall and a flag of the United States on another wall. The migrant student would be asked to explain his flag. Usually the student would respond by choosing the Mexican flag and explaining why he loved the flag. At this point the teacher would explain what the American flag meant to him and that even though the flags were different colors, they represented many of the same things. To follow up the point of biculturalism, the teacher would explain that the students could respect the ideals represented by both flags.

Another procedure followed by the E.S.L. teacher included intergroup learnings during classroom discussions where the exchanges

took place freely in both English and Spanish. One commonly used lesson was the comparison of the "ill-at-ease" Spanish-speaking student at Richgrove with an "ill-at-ease" English-speaking student in Mexico who is trying to learn a second language. The questions, such as "how would you feel?", "why do students laugh?", and "how should the foreign language student feel?", and following discussions were observed to be effective in promoting understanding for migrant students.

After approximately one month, the E.S.L. teacher started using tape recorders, a "bilingual map" that reflects the correlated history of Mexico and the United States, and the Guidelines of the El Paso Program for Teaching English as a Second Language in designing his instruction to meet the migrant child's most pressing needs. The teacher exhibited a great amount of flexibility and innovation in developing and implementing a curriculum for each student.

There was a large amount of cooperation, interaction, and coordination shown between the administration, the regular classroom teacher, and the E.S.L. teacher. It would appear that this cooperative interaction is necessary for program success.

The migrant teacher was very involved in the affairs of the school community. He worked to show the migrant families the positive values of an education for their children.

It was observed that the E.S.L. teacher avoided the use of the word "migrant" and a patronizing manner when dealing with migrant families. He reported that the term migrant had a poor connotation with many migrants and that most Mexican-Americans resent a patronizing

manner or attitude.

The English as a Second Language program that was presented to migrant students with specific language deficiencies in kindergarten through grade eight was well received by students and the school community. The number of migrant students enrolled in the E.S.L. program during the first, second, and third quarters is shown in Table 4.

Nutritional program

The Richgrove School District participated in the National School Lunch program that was provided by the Federal Government and the State of California. The district offered free or reduced priced meals to migrant pupils. The Governing Board adopted an eligibility scale that made all migrant students eligible for free meals; however, some migrant families preferred to buy the reduced priced lunch for their child instead of receiving a free lunch.

There appeared to be a definite need for the free or reduced priced lunch program since most of the migrant families had between five and ten children in the family unit and most of the parents worked in low income agriculturally related occupations. Farm workers in the field usually earned $1.85 per hour during the season; however, a few workers with special skills or abilities earned between $2.00 and $2.50 per hour. Without the district's free and reduced priced lunch program, it might have presented a financial hardship to large migrant families trying to provide hot school lunches for their children on farm labor incomes.

The district endeavored to improve the migrant student's nutritional condition through health education, social science and

TABLE 4

MIGRANT STUDENTS ENROLLED IN
ENGLISH AS A SECOND LANGUAGE CLASSES
DURING THE FIRST, SECOND, AND THIRD QUARTERS
OF THE 1970-71 SCHOOL YEAR
RICHGROVE SCHOOL DISTRICT

Quarter	Grade Level								
	Knd.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
1st	0	2	2	4	3	0	1	1	3	16
2nd	1	2	3	3	4	2	1	0	2	18
3rd	1	2	4	4	4	3	1	0	2	21

home economic classes, and improved cafeteria menus.

The classroom teachers taught the students the benefits of eating well balanced meals. Classroom discussions, presentations by the county schools' health nurse, and the preparation of foods from different countries were some of the methods used to make the instruction more meaningful for the children.

The home economics teacher lived in the community, was well received by the junior high age students, and was very effective in teaching the students how to prepare nutritionally balanced meals from the foods commonly available to their families.

The social science teacher, in cooperation with the home economics teacher, sponsored several food sampling days. The social science classes prepared selected menus featuring the foods of countries that they were studying in class. In turn, the home economics class prepared the meals with funds that they had raised, and invited the social science classes to join them in sampling the food during a specially scheduled activity period in the afternoon. The outcome was really amazing. All the students participated and seemed to enjoy their exposure to different foods and customs. The student body representatives reported that this was an activity they wished to continue in the future.

The school community aide worked very closely with the families in maintaining properly balanced meals for their children. Often it was necessary for the aide to direct the families to the proper governmental agency for family food assistance.

The Parents' Club and the school community aide made home

deliveries of specially prepared food baskets to needy families at Thanksgiving, Christmas, and at times of extreme need.

It should be noted that the food baskets for Mexican-American families during the holidays had chicken, rice, beans, chilies, coffee, sugar, vegetables, and tortillas instead of the usual turkey and trimmings. This change in food baskets, adapted to the appetite of the Mexican-American, was warmly received by the families.

The cafeteria manager revised the school menus periodically in order to provide nutritionally balanced meals for all students and to increase student participation in the lunch program. The meals were judged to be of excellent quality. The fact that approximately 375 student lunches per day were served suggests a quality school lunch program. In further support of this, it was reported that the Director of Student Activities and the junior high age students evaluated and presented suggestions to the administration for the improvement of the lunch program. As the year progressed, and the menus were adjusted, suggestions for menu improvement diminished.

The cost of reduced priced meals for all pupils was 10 cents per lunch. It was difficult to determine the number of reduced priced meals purchased by migrant pupils; however, 11,612 free lunches were served migrant students, as shown in Table 5.

The lunch price established by the Governing Board of Trustees was 35 cents per meal. Federal and state funds available under the National School Lunch Program provided for partial or complete reimbursement to the district for the free meal or the reduced priced meals served to needy pupils. The Multi-County Migrant Program

TABLE 5

THE NUMBER OF FREE LUNCHES PROVIDED MIGRANT CHILDREN BY THE RICHGROVE SCHOOL DISTRICT DURING THE 1970-71 SCHOOL YEAR AND THE 1971 SUMMER SCHOOL

Month		Number of Free Lunches Served
Regular School		
September and October		2,668
November		1,005
December		757
January		1,007
February		1,180
March		1,490
April		1,141
May		1,243
June		498
	Subtotal	10,989
Summer School		
June	211	
July	412	
	Summer School	623
	TOTAL	11,612

reimbursed 5 cents for each free meal served migrant students. In instances where complete reimbursement was not made to the district for free or reduced priced meals from federal, state, and migrant sources, the Governing Board levied a special tax district-wide to offset the costs of providing free or reduced priced meals to needy pupils.

An instant breakfast was provided free by the district to any child who was designated by the community aide, student advisor, classroom teacher, or Director of Student Activities as being in need of a breakfast. This was provided on an individual basis and appeared to be a very worthwhile project.

It would seem to this writer that the school lunch program was very beneficial to the boys and girls in the Richgrove District. The parents always appeared very supportive of the school lunch program. The Director of Student Activities reported that he thought the food services program was related to the improved student attendance. A local medical doctor, charged with conducting physical examinations in the district, reported that the lunch program may have been a significant factor in the improved physical condition of migrant students.

Health services

The school administration with the cooperation of the Tulare County Migrant Education Program coordinator determined that migrant pupils need to be free from communicable diseases and conditions of health which interfere with the learning process. The health services

program developed objectives that were designed to meet the health needs of migrant pupils.

The program objectives were to improve the physical health of migrant students by providing immunizations against selected communicable diseases, supplemental food and clothing as needed, diagnostic physical examinations, health and hygiene instruction, and referral to the proper health agency for the treatment of health or dental problems.

The dental health program for migrant pupils was presented in several phases. All students received instruction in good dental health in the classroom. The county school's nurse and the community aide pre-screened all migrant students for dental problems and for a history of dental examinations. If the pupil had a suspected dental problem, or if he did not have a record of a recent dental examination, his family was contacted for permission to take him to the mobile dental clinic for examination and treatment.

The mobile dental clinic for migrant pupils was sponsored by the University of Southern California School of Dentistry in cooperation with the Multi-County Migrant Program. The mobile dental clinic was scheduled for three Saturdays at the Earlimart Elementary School, in Earlimart, California. Three districts, Earlimart, Tulare City, and Richgrove, offering migrant programs, were selected by the directors of the Multi-County Program for the Education of Migrants to participate in the dental clinics held February 6, February 20, and March 6, 1971.

The dental clinic was staffed by dentists and dental students from the University of Southern California. Each participating district

was responsible for the transportation and supervision of the migrant pupils sent to the dental clinic. The dental services were provided at no cost to the migrant pupils.

The Earlimart School District's cafeteria provided a noon meal for the workers and migrant pupils. It appeared that having food facilities at the same location was extremely beneficial as a convenience factor. This allowed the clinic staff to spend more time working on the dental problems of the migrant students.

The Richgrove School District paid the Earlimart School District for the lunches provided the migrant students from Richgrove at the three dental clinics.

Complete dental services were provided by the mobile dental clinic to the migrant students from Richgrove School District as shown in Table 6.

The third phase of the dental service program was "Operation Brush-In", the dental fluoride treatment program provided by the Richgrove School District at no cost to all pupils. The dental fluoride treatment program was arranged cooperatively with the Multi-County Migrant Education Program coordinator and the Tulare County Dental Society. The Multi-County Migrant Education Program coordinator arranged for a dentist and Dental Society volunteers to present the brush-in program at the Richgrove School on March 25, 1971. The district provided bilingual aides and teachers to assist in the program.

Approximately 450 students participated in the brush-in fluoride treatment. Of the participating students, 96 were migrants. Each student, under the supervision of the dentist, brushed his teeth

TABLE 6

NUMBER OF RICHGROVE MIGRANT STUDENT DENTAL VISITS
TO THE UNIVERSITY OF SOUTHERN CALIFORNIA'S
MOBILE DENTAL CLINIC HELD IN THE
EARLIMART SCHOOL DISTRICT

Date of Student Visits	Number of Student Visits
February 6	24
February 20	30
March 6	31
Total	85

with stannous fluoride tooth treatment paste. This procedure appears to be an excellent way to help provide protection against dental caries for a period of one year. Each pupil was allowed to keep his toothbrush from the fluoride treatment.

Both the Mobile Dental Clinic and "Operation Brush-In" seemed to be very well received in the Richgrove School community.

The physical examinations were conducted with the cooperation and assistance of the Tulare County Schools' nurse, Tulare County Department of Education, and a medical doctor from Delano, California. The Tulare County Schools' nurse, Tulare County Health Department laboratory technicians, the Richgrove School community aide, and bilingual aides assisted in the laboratory tests, which included hemoglobin and urinalysis, conducted at the Richgrove School on March 24 and March 30, 1971. The specimens were taken at school and transferred to the Health Department Laboratory in Visalia, California, for further tests.

The individual test results were returned to the school, placed in the health history record, and forwarded to the doctor in Delano, California, for evaluation of health factors before individual physical examinations were scheduled for the migrant pupils during April 1971.

The doctor conducted a complete physical examination on each migrant pupil. The community aide had previously secured parental permission. Since extreme modesty is considered a virtue for females in the Mexican-American culture, the doctor exhibited sensitivity in conducting the physical examinations in such a manner as to avoid undue

embarrassment for teenage Mexican-American girls. Medical examinations were made for 76 migrant pupils.

After completing the physicals, the doctor reviewed the examination record for each migrant pupil. Every family received the medical report indicating either a normal or abnormal health condition. The community aide made a home call regarding each abnormal health condition. If the parents did not have a family doctor or access to health services, she helped direct the migrant family to the proper health agency or service.

The doctor reported that the program was most worthwhile and certainly was a service to the school and the community. It would appear to this writer that this is both an accurate and fair description of the Richgrove School District's health program.

The supplemental clothing for needy migrant families was helpful to several families in the school community. The school community aide, with financial support from the Delano Elks Lodge, provided new shoes for 12 migrant pupils. She also helped distribute clothing collected by the Parents' Club to numerous migrant families. One major undertaking was finding clothing for a family of five when their farm labor housing burned during the winter.

In March 1971, the community aide arranged for the Multi-County Migrant Program and the parents of two migrant pupils to each pay $36 for two pair of glasses that were needed for the pupils to progress in school.

In cases of suspected student malnutrition or vitamin deficiencies, the community aide utilized the services of governmental

agencies, a medical doctor, and local service organizations to obtain proper foods or vitamins for the migrant family. It was reported by the school community aide that most families continued eating the proper foods or taking vitamins when it was within their financial ability to do so.

It would appear to this writer that health services should be a necessary and important part of any migrant education program.

Improvement of self-image

Many migrant children must overcome gross insecurities that may be caused by inadequate self-expression in communicating with the dominant culture, little acceptance by the dominant culture, and often a feeling of not belonging. These factors have tended to magnify a negative self-image. A pupil rating scale, included in Appendix B, was given to migrant pupils during the 1971 summer school. Bilingual aides and teachers helped explain the rating scale to migrant pupils who needed assistance.

The completed rating scales indicated that the migrant pupils had more self-confidence after completing the summer school program.

It would be rather difficult to identify any single factor that was responsible for the improvement of self-image; however, it is quite possible that the instructional program designed for individual differences, student advisors, interest shown migrant students by the school staff, involvement in the school recreational program, and the involvement of migrant parents in school activities may have helped improve the self-image of migrant pupils.

Related Services

In addition to the specialist teachers for reading skills development and English as a second language classes, the migrant education program was designed to include the entire spectrum of the school offerings for the benefit of migrant pupils.

The specialist teachers coordinated their course of instruction with the regular classroom teachers. In this way, the regular classroom teacher and instructional aide followed through with a reinforced and planned program of classroom experiences designed for the migrant student.

Cross-age tutors

A program for the use of cross-age student tutors was developed and supervised by one of the seventh and eighth grade teachers. A cross-age tutor is a junior high age student who would assist the specialist reading teachers with the primary and intermediate grade migrant students. Some migrant pupils also served as cross-age tutors in the regular primary and intermediate classrooms. The concept of student tutors seemed to be utilized and appreciated by the teachers and pupils.

Recreational program

The district developed and instituted an after school competitive sports and recreation program that was geared for migrant pupil involvement.

Transportation home from school was provided because many of the migrant pupils lived on ranches or at migrant labor camps and

would require transportation if they stayed after school for recreation.

The program offered a supervised recreational section for students in grades four through six and a coached competitive sports section for both boys and girls in grades six through eight. The Director of Student Activities and three adult assistants were responsible for operating the program.

Migrant students were encouraged to participate in the sports program. It was observed that migrant students occupied starting positions on the athletic teams during the various seasonal sports.

The program operated Monday through Thursday from 3:25 P.M. until 4:30 P.M. and was usually attended by sixty to ninety students per day.

The athletic teams offered an excellent opportunity for intergroup learning and a perfect chance for the migrant to excell in sports. The teams developed an excellent team spirit and both the girls' and boys' teams won several athletic tournaments.

The Director of Student Activities took the athletic teams to Delano High School for instruction by the high school coaches several times during the year. This seemed to create a great deal of interest by the students in competitive sports. The sports program seemed to be a common bond with many of the older migrant and non-migrant pupils.

During the spring, a current staff member who is a former Olympic track star, accepted the responsibility of establishing a track program, coaching the Junior Olympic team hopefuls, and hosting a track meet at the Richgrove School. The newly appointed coach did an outstanding job in all respects. He experienced large turnouts for

his track team, hosted a successful track meet at the Richgrove School, and qualified several students for the Junior Olympics track meet held in Bakersfield, California.

The track program seemed to help develop a great deal of determination since it is a sport based on individual effort. The track meet, which was well attended by the community, seemed to be a success. The track coordinator, a Black teacher-coach, was credited by the Director of Student Activities for developing a beneficial program for elementary children.

During the June 21 through July 23, 1971 summer school, twenty migrant students stayed after school daily to participate in the recreational program.

It would appear to this writer that the recreation and sports program made an important contribution to the education of migrant pupils.

Learning experience field trips

Learning experience field trips were planned to enrich the learning experiences of migrant students. Trips for the primary age students included journeys to the Delano Fire Department, Delano Police Department, a super market, and the Fresno Zoo.

Trips for the intermediate grade students included going to the mountains, ocean and beach areas, Tulare County Government Center, Disneyland, and Dodger Stadium in Los Angeles, California.

Cook outs, prepared lunches, and restaurant eating proved to be an enjoyable and valuable experience for the pupils.

The cultural enrichment experiences seemed to have an impact on the student and his concept of the world. Many pupils expressed amazement that the water at Pismo Beach is the same body of water as that at Morro Bay. The pupils reacted positively to the experiences of Disneyland, county government, and the professional baseball game. They tended to develop interests in things out of their immediate environment.

It would appear to this writer that the learning experience field trips stimulated the students' interest in new areas.

School community relations

In order to operate an effective educational program in the Richgrove School District, it was extremely beneficial to have support for the school programs from the members of the school community.

The socio-economic and political problems associated with the organizational activities of a farm labor union in the Delano area had created many deeply rooted feelings of insecurity, distrust, and sometimes hate among the residents of the school community.

The majority members of the school community were Mexican-Americans. The minority members of the community were Filipino, Puerto Rican, and Anglo.

The Mexican-American community was divided into three main groups: one group that supported Caesar Chavez's efforts, one group that did not support the union effort, and one group that preferred to remain neutral. Naturally the minority members also had some divisions, but overall the largest portions of the group seemed to be

aligned against the efforts of Chavez and supportive of the local table grape growers.

The signing of the labor contract between U.F.W.O.C. and the Delano table grape growers before the start of the 1970-71 school year diminished some of the areas of contention between members of the community. Some militant individuals who had joined the union effort to expound their own brand of racial discrimination and to preach hate were left with few issues or listeners after the union contract was signed.

The labor contracts were negotiated and signed by the growers without consulting the workers in the fields. The migrant workers in the field did not vote in a representational election to decide which union, if any, would have the right to bargain for them. The migrant workers were caught in a political power struggle settlement and had little choice but to join U.F.W.O.C. if they wished to work in the table grapes fields as they had done previously.

Several conditions were noticeable immediately after the signing of the labor contract. There was a ready market and higher prices available to table grape growers. There seemed to be a lessening of tensions in the community. People with different views seemed more ready to tolerate each other.

It was apparent that the union contract did not result in a marked improvement for the field workers. Before the contract, most families worked as a unit and often earned $600 per week or more during the season. Due to age and labor assigning requirements of the union contract most of these families' weekly earnings were reduced to

approximately $200. In most cases the hourly rate of pay remained at $1.85 per hour, but the total daily hours were reduced as was the use of young family members in the field.

Individuals in the area have predicted that some of the long range outcomes of the union contract will include the following: (1) less migrant families, since families will stay in an area to develop job seniority on a given ranch, (2) as the demand of unskilled farm labor decreases, migrants will be trained for skilled labor jobs, (3) improved opportunities for families and children due in part to their remaining in one area and receiving a continuous education, (4) higher incomes for both workers and growers, and (5) benefits for a community from the contributions made by a group of people who have improved their life-style.

In order for the school to remain effective, the district maintained its effort to remain neutral in the socio-economic and political problems of the community; however, the district did try to assist those in need on an individual basis. Efforts were directed by the school representatives to involve individuals from all of the various segments within the school community to work cooperatively in improving educational opportunities for boys and girls.

To keep the parents aware of the school's efforts and programs, the bilingual community aide and the bilingual E.S.L. teacher, serving in the capacity of a student advisor, did an outstanding job in bridging the gap between home and school in the Richgrove School District. They worked closely with the home in areas regarding student attendance, student health, and the need for and objectives of the

district's educational program. The community aide and student advisor established excellent rapport with the migrant families and did a good job of taking the school to the parents when the parents did not come to the school.

Other factors that helped improve understanding between the school and the home were the inclusion of a bilingual secretary in the school office and the fact that all communications that were sent home with the students were written in both English and Spanish.

Neither the parents nor their children were subjected to the loss of self-image because they were not fluent in the use of English. In fact, the Director of Student Activities assigned a bilingual student to assist the Spanish-speaking pupil in the classroom. This was done in addition to the E.S.L. instruction to facilitate the student's transition to the use of two languages.

The School Advisory Committee served as a very vital link with the school community. The Advisory Committee included the following members: Migrant Parent Chairman, Community Service Organization representative, Community Action Agency employee, School Community Aide, and superintendent of the Richgrove School District, Parents' Club President, four migrant parents, Self-Help Housing Board of Directors member, two Title I parents, and Richgrove Community Organization representative.

The Advisory Committee held meetings on August 4, 1970, October 6, 1970, November 3, 1970, February 2, 1971, April 3, 1971 and June 1, 1971. The meetings were well attended and reflected a concerned, positive attitude on the part of the committee members to work

cooperatively in providing an adequate educational opportunity for all students in the district.

The Advisory Committee devoted considerable attention to the education of migrant children. The elected chairman was a migrant parent. The Advisory Committee served a very important function as a means of obtaining feedback from members in the community to the school and as a source of information from school to community members.

The use of an advisory committee should be considered by districts operating schools in areas of social unrest, or in areas with high numbers of minority students. This may prove to be one way in which the school representative can avoid being forced to deal with self-appointed representatives of the community. Often these self-appointed individuals do not reflect the desires of a community but rather a specific segment within the community.

The Crime Prevention Program seemed to have a positive influence on school community relations. It was operated in cooperation with the Tulare County Sheriff's Department. The Crime Prevention Program was two-fold in nature. One portion of the Crime Prevention Program included a formal presentation for a different grade level each month. The program ranged from drug abuse in the seventh and eighth grades to pedestrian safety in kindergarten. The second portion of the Crime Program had a deputy sheriff on campus monthly to serve as a counselor, answer questions, and make friends with students.

The students and community residents accepted the officers on campus as a routine educational procedure. Some strong friendships seemed to develop between the officers and students. This friendship

appeared to carry over to the community.

The two deputy sheriffs were extremely capable in working with students. This was probably an important factor in the success of the program.

The Parents' Club was an active group composed of parents and district personnel who worked in the interest of the school pupils.

The Parents' Club and school community aide assisted needy families throughout the year. The Parents' Club also sponsored a Christmas bag with food and presents for every child in school the last day of school before Christmas vacation. The Parents' club activities were appreciated and well supported by all segments of the community.

Summer school

The school used teacher teaming and flexible scheduling during the regular school year and summer school to offer the best opportunities for increased student achievement. The staff seemed to adjust and accept this type of assignment in a very positive manner. A great amount of cooperation between staff members seemed to be exhibited throughout the school year.

The 1971 summer school had a total migrant enrollment of 52 pupils for over 20 per cent of the total student enrollment. Classes were designed to improve skills in reading and mathematics. Learning experiences were also planned in science and art activities. Six hundred twenty-three meals were provided migrant students. Forty migrant students received individualized instruction in the L.C.I. classes. Thirty-seven migrant students participated in the afternoon

swimming, team sports, and recreational activities. Forty-one migrant pupils participated in the learning experience field trips that included excursions to the Fresno Zoo, the mountains, and the beaches of the Central Coastal area of California.

The summer school program seemed to provide supplemental activities that were utilized by migrant children. Since most migrant parents are working during the summer, the summer school program seemed to offer a valuable service to both the migrant parents and pupils.

Chapter summary

The Richgrove School District utilized teaching teaming, flexible scheduling, specialist teachers in reading skills development and English as a second language, instructional aides, cross-age tutors, and student advisors to help individualize the instructional program and improve migrant student achievement.

The district also provided nutritional services and after school recreational programs. Both of these services were well utilized by the pupils. Student transportation, learning experience field trips, and good communication with the home appeared to be an integral part of the district's total program for migrant children.

The district also used the school community aide, student advisor, and School Advisory Committee to explain the purposes and programs of the school and to win support from parents for quality educational programs.

CHAPTER IV

OBSERVED RESULTS OF THE RICHGROVE MIGRANT EDUCATION PROGRAM

The hypothesis of this study, as previously stated, is that migrant education programs can be developed which can improve student achievement in reading and English as a second language, improve the self-image of the student, and improve food and health services for migrant children. This chapter describes the evaluation of the migrant education components and reports on the effectiveness of the Richgrove School District's related services.

Evaluation should be a continuing process. The purpose of the evaluation procedures used in the Richgrove School District was to improve the migrant education program for children. Methods of evaluation were established to determine which migrant education components were worthwhile in helping meet the most pressing needs of migrant children. The effectiveness of the migrant program should be related to the positive benefits that were experienced by migrant children.

The Multi-County staff incorporated evaluation procedures within the framework of their program design. Computerized data processing information, program observations, community support of the migrant program, and administrative reports were utilized as the major sources of information for the migrant evaluation data.

Evaluation of the Migrant Education Program Components

In the educational components, the primary sources of objective data were the standardized test scores as mandated by the California Department of Education. The California Achievement Test was used to measure the progress in reading and mathematics. Subjective measurements were used in English as a Second Language and Language Comprehension Improvement. Pre-program and post-program teacher ratings and comments from administrative reports were included in the subjective data. The data processing system offered accurate and meaningful information for better accountability in assessing the program effectiveness. The National Migrant Record and Transfer System, linked nationwide by teletype, provided important information quickly regarding individual migrant pupils. Administrative reports provided much useful subjective information regarding the progress of migrant pupils in the Richgrove School District's program.

A portion of the evaluative process included visitations and evaluations from representatives from the Coordinator of the Multi-County Program; the State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education; Southern San Joaquin Regional Component of the California Plan for the Education of Migrant Children, evaluation consultant; Tulare County Department of Education, Superintendent of Schools and compensatory education consultants; and the Community Action Agency, Office of Economic Opportunity.

Language Comprehension Improvement

The Richgrove program was designed to improve the migrant pupil's communication skills in listening, speaking, reading, and writing. The major program emphasis was placed on improving the student's reading ability in English.

The L.C.I. program effectiveness was indicated by the number of months gained in reading as measured by pre-test and post-test scores obtained using the California Achievement Test.

During the regular school year, a total of 88 pupils were enrolled in the L.C.I. classes. The first quarter enrollment indicated that 47 migrant pupils were enrolled and tested during the testing period. Only 29 of the 47 previously tested migrant pupils were still enrolled in the Richgrove School during the third quarter testing period.

The overall conclusions to be drawn from the test results of the California Achievement Test in reading, shown in Table 7, are very encouraging. The reading program was successful in achieving one of its stated goals. The objective was to improve the migrant child's reading skills as measured by the California Achievement Test. The results indicated that the average gain in reading exceeded one month's gain for each month in the program. All grades, with complete test results, indicated more than six months average gain in reading.

When the results of the California Achievement Test grade placement gains of Richgrove are compared with the average gains of Region V, as shown in Table 8, it will be noted that the Richgrove reading program gains compare favorably with Region V results. In fact, the reading gains reported in the Richgrove program equalled or

TABLE 7

CALIFORNIA ACHIEVEMENT TEST
READING GRADE PLACEMENT GAINS

Grade Level	Number of Migrant Students	Average Grade Placement Scores		Average Gain in Months
		Pre-test	Post-test	
2	1	3.4	Incomplete test results	
3	3	2.6	4.7	21
4	5	3.1	3.8	7
5	9	3.6	4.4	8
6	1	2.0	4.4	24
7	7	6.1	6.8	7
8	3	6.1	7.4	13
Total number of students	29			
Time between tests		120 school days		

TABLE 8

CALIFORNIA ACHIEVEMENT TEST
THE NUMBER OF MONTHS' READING GAIN IN THE
RICHGROVE MIGRANT PROGRAM AS COMPARED WITH REGION V

Grade Level	Richgrove		Region V	
	Number of Students	Average Gain in Months	Number of Students	Average Gain in Months
2	1	Incomplete test results	182	6
3	3	21	180	6
4	5	7	142	7
5	9	8	134	8
6	1	24	117	7
7	7	7	75	7
8	3	13	61	5

Time between tests 120 school days

Region V includes the counties of Kings, Kern and Tulare

exceeded the reading gains in Region V.

The Title I program offered supplemental educational services in reading and mathematics for low income children. Unfortunately, limited funds restricted the program to a maximum of 37 students, kindergarten through grade six. The 19 pupils in grades three through six, in Title I program, were tested and compared with 18 migrant pupils in grades three through six, as shown in Table 9. The number of months' gain shown for both groups indicated an average gain of more than one month for each month spent in the program. These results are interesting since one of the migrant specialist reading teachers also taught the reading skills development classes for Title I pupils for one-third of his teaching day. The same materials and individualized instruction approach were used for both groups of children receiving "pull-out" instruction in reading.

Test results indicated all children enrolled in grades one through three averaged 6.8 months' gain in reading for a nine month period of time as measured by the California Cooperative Primary Test in grades one and two and the Stanford Reading Test in grade three. After May 1, 1972, the California Cooperative Primary Test will be mandated in grades one through three to measure reading progress in the state of California. It is the opinion of this writer that, if the California Cooperative Primary Test had been used to measure the progress of all children in grades one through three in reading, the average gain would have been approximately 7 months' gain for each 9 months in class. This opinion was influenced by the test results that revealed grades one and two showed 7 months' gain while grade three

TABLE 9

CALIFORNIA ACHIEVEMENT TEST
THE NUMBER OF MONTHS' GAIN IN READING IN THE
RICHGROVE MIGRANT AND TITLE I PROGRAMS

	Migrant		Title I	
Grade Level	Number of Students	Average Gain in Months	Number of Students	Average Gain in Months
3	3	21	5	8
4	5	7	5	16
5	9	8	6	10
6	1	24	3	10
Total	18			

Time between tests 120 school days

showed 6.5 months' gain for a two year average, as shown in Appendix G.

Regular classroom teachers in grade one through eight reported that students receiving "pull-out" instruction were learning to read at an accelerated rate. The teachers unanimously stated that the individualized "pull-out" instruction program was more effective than the regular classroom program in meeting the reading needs of the migrant pupil. It was further reported by the teachers that the migrant pupils benefited from both the reading experiences they received in the L.C.I. class and in the regular classroom.

The classroom teachers also indicated that migrant pupils would be done a grave injustice if they were segregated from the main student body by being placed in classes only for migrant children. Such groupings would be detrimental to the intergroup learning situation for migrant and non-migrant pupils.

Two in-service training sessions designed for the staff members at Richgrove may have been influencing factors in improving the reading program for all children. One training session presented by the specialist migrant and Title I reading teacher was devoted to the diagnostic and prescriptive teaching of reading. The presentation was informative and well done. The specialist teacher presented samples of materials available, new techniques, and a review of methods and procedures currently being used. The second training session was presented by the E.S.L. teachers and was devoted to gaining insight in teaching Mexican-American pupils. This presentation was supplemental to the experiences, lectures, and workshops that the staff had been exposed to on previous occasions. The understanding of the problems

of Mexican-American migrants was of major concern to the teachers, instructional aides, and administration of the Richgrove School District.

After the in-service training sessions, the Richgrove Educators Association arranged for a Spanish class for classroom teachers with California State College, Bakersfield, to be scheduled during the spring at the Richgrove School. The course was presented two afternoons per week for one quarter and was well attended by staff members. It appeared that the Spanish class offered an excellent opportunity for the teachers to develop the language skills necessary for elementary communication with Spanish speaking children.

It would appear to this writer that the Language Comprehension Improvement program provided the necessary individualized and prescriptive teaching that was needed to improve the achievement of migrant students in reading.

English as a Second Language

The E.S.L. teacher used a pre-rating and post-rating scale in determining the amount of gain for E.S.L. students. Most of the E.S.L. data was rather subjective in nature; however, the program effectiveness was evaluated by the listening and speaking skills improvement shown by migrant students.

The English as a Second Language teacher rated the migrant student's listening skills, speaking skills, and standard English usage on a pre-class and post-class rating scale that is shown in Appendix B.

The rating was done on the pre-program and post-program graduated scale with a low of zero and a high of four. All the migrant pupils rated by the E.S.L. teacher indicated gains from a minimum of one numeral to a maximum of three numerals advancement. The amount of gain reflected by the teacher seemed to be related to the amount of time the migrant pupil was enrolled in the English as a Second Language program.

The pre-class and post-class ratings and the amount of gain shown by E.S.L. pupils were determined by the E.S.L. teacher's evaluation of each migrant student. The migrant pupils who completed the E.S.L. class, to the teacher's satisfaction, were assigned to the L.C.I. classes.

The reading teachers reported that pupils who completed E.S.L. instruction in the Richgrove program were more advanced in the correct usage of English than students who were received from other school districts. The reading specialists also reported that pupils from the Richgrove E.S.L. program did not have the letter sound discrimination and sound pronunciation problems, such as substituting the sh sound for the ch sound, that are usually associated with Mexican-American pupils.

The regular classroom teachers were unanimous in their opinion that the children in the E.S.L. classes learned to speak English more quickly and took part in classroom activities sooner than previous migrant children who did not have the benefit of E.S.L. instruction.

Further insight into the Richgrove School District's philosophy regarding migrant education was provided when the migrant program

director reported that all migrant children are assigned to a regular classroom. Then, if needed, the migrant child is given supplemental "pull-out" instruction in language or reading skills development. The migrant program director further reported that he believed intergroup learning was aided when migrant pupils were absorbed into the total school situation and when they had an opportunity to develop a feeling of belonging to a school, a class, and a peer group. The program director also stated that the school district had an obligation to provide supplemental instruction for migrant pupils. The migrant director stated that, in order to help the migrant overcome his apparent educational deficiency, the entire thrust of the program should be diagnostic and prescriptive teaching for migrant children in small "pull-out" groups. Excellent teachers should work well with trained para-professionals as a team serving children in a program over and above the regular classroom teacher in pre-planning, in evaluating the program and the progress of each child.

Mathematics testing

The State of California Guidelines for the Education of Migrant Children mandated that migrant pupils be tested for gains in reading and mathematics; however, mathematics was not part of the funded educational component. Migrant students received mathematics in the regular classroom situation and this may explain why the mathematics scores were lower than the reading scores for migrant pupils in most grades.

The lowest gain in mathematics, as shown in Table 10, was

TABLE 10

CALIFORNIA ACHIEVEMENT TEST
MATHEMATICS GRADE PLACEMENT GAINS
FOR MIGRANT STUDENTS

Grade Level	Number of Students	Average Grade Placement Scores		Average Gain in Months
		Pre-test	Post-test	
2	1	Incomplete test results		
3	2	2.5	3.1	6
4	5	4.1	4.6	5
5	9	4.5	4.8	3
6	1	Incomplete test results		
7	6	6.6	7.5	9
8	3	6.7	7.5	8
Total number of students	27			
Time between tests	120 school days			

experienced in grade five; the greatest average months' gain was in grades seven and eight. This may be due partly to the individually planned learning experiences program in mathematics developed by the seventh and eighth grade mathematics teacher.

The Richgrove mathematics gains, when measured by months' gain, were lower than the average (selected and reported by Region V) in grades three through five and higher in grades seven and eight when compared to Region V gains, as shown in Table 11.

The number of months' gain in mathematics for migrant students when compared with the number of months' gain in mathematics for Title I students, as shown in Table 12, may reflect the value of additional instruction in mathematics as was provided in the Title I program.

Nutritional program

The objective of the National School Lunch Program is to provide free or reduced priced meals to needy pupils. Since 11,612 free lunches were served migrant pupils, it would appear that the objectives of the National School Lunch Program was met. In addition to the free lunches served migrant pupils, all pupils in the district were eligible for reduced priced meals that were sold for 10 cents each. Instant type breakfasts were provided at no cost by the district to those children who were deemed as being in need of morning nourishment.

The Delano doctor who conducted the migrant physical examinations credited the nutritional program with being an important factor in improving the overall general health of the migrant pupils.

The School Advisory Committee and the feedback from the school

TABLE 11

CALIFORNIA ACHIEVEMENT TEST
THE NUMBER OF MONTHS' MATHEMATICS GAIN IN THE
RICHGROVE MIGRANT PROGRAM AS COMPARED WITH REGION V

Grade Level	Richgrove		Region V	
	Number of Students	Average Gain in Months	Number of Students	Average Gain in Months
3	2	6	97	7
4	5	5	50	7
5	9	3	62	8
6	1	Incomplete test results	53	9
7	6	9	41	5
8	3	8	27	7

Time between tests 120 school days

The number of students in Region V were selected by a random process from all reported to Region V.

TABLE 12

CALIFORNIA ACHIEVEMENT TEST
THE NUMBER OF MONTHS' GAIN IN MATHEMATICS IN THE
RICHGROVE MIGRANT AND TITLE I PROGRAMS

	Migrant		Title I	
Grade Level	Number of Students	Average Gain in Months	Number of Students	Average Gain in Months
3	2	6	5	6
4	5	5	4	19
5	9	3	4	16
6	1	Incomplete test results	3	5
Time between tests		120 school days		

community indicated widespread support and understanding of the school's nutritional program.

The school officials reported that they considered the lunch program an integral part of the district's migrant educational program. They also stated that the lunch program seemed to have a positive effect on student attendance patterns and that the lunch program may be related to the improvement of self-image.

Health services

The objectives of the health services were to provide preventative and adequate medical and dental care for migrant children. It would appear that these health services objectives were met or exceeded in all areas, since the district scheduled 85 dental examinations and treatments for migrant pupils, provided brush-in fluoride treatment for 96 migrant children, and conducted complete physical examinations for 76 migrant students. Eye examinations and glasses were arranged for two migrant children. Shoes were provided for 12 migrant pupils. Migrant families were assisted in obtaining adequate clothing. Migrant families were directed to the proper agency for further assistance.

The complete health services program was highly thought of by the school community. This may have been due to the awareness of the community regarding the benefits of a positive health program.

The Delano doctor was well known in the school community and was very sincere in improving the health of Mexican-American migrants. He was extremely supportive of the district's health program.

Improvement of self-image

The classroom teachers, the specialist teachers, and the Director of Student Activities reported that the migrant pupils were absorbed into the mainstream of school life and seemed to be happy participating in school activities.

The community aide reported that several migrant families moved back to the Richgrove District because their children were happier attending school in the district.

The Director of Student Activities and the student advisor reflected that the attendance patterns for migrant pupils were greatly improved over previous years and that many migrant students told them that they did not want to leave "their school" when it was time for the migrant family to move to another location.

It was observed by this writer that the migrant pupils participated in a wide spectrum of school activities, were popular with their classmates, and seemed as happy to be a part of the school as any other child.

Effectiveness of Related Services

Cross-age tutors

The specialist teachers, the regular classroom teachers, the cross-age tutor teacher coordinator, the student tutors, and the tutored students were very enthusiastic about the program. Everyone involved related that the program was beneficial. These feelings may have been influenced by the eagerness of the tutored student to work with an older student. The student tutor seemed anxious to work in a

project that he felt was worthwhile. Many tutors reported that they improved their own reading ability by helping others. The teachers were able to give more individual attention to students with student tutors assisting in their classes.

Recreational program

The objectives of the recreational program were to teach basic sports skills, provide an opportunity for intergroup learnings between non-migrants and migrant pupils, and field competitive athletic teams.

The Director of Student Activities reported that the recreational program was very successful in meeting its objectives. He further stated that migrant pupils made a very positive contribution to the athletic teams and were well accepted by other team members. The Director also explained that both the boys' and girls' athletic teams won several tournaments in the different seasonal sports and the track team qualified several individuals for the Junior Olympics finals.

The student advisor related that many migrant students enjoyed excelling in the sports program and that the recreational program may have helped reduce the overall number of discipline problems in the school.

Learning experience field trips

The field trips seemed to stimulate student enthusiasm and interest. The students and teachers connected with the trips related that the field trips were very beneficial. The Director of Student Activities reported that the field trips offered an excellent opportunity to reduce the cultural disadvantage that often exists for

migrant pupils.

School community relations

The school district operated an educational program that was designed to meet the total elementary educational needs of the community. There was a conscious effort on the part of the district to keep the school community well informed about the school's program and to involve individuals from all segments of the school community to help develop educational priorities.

The School Advisory Committee was a very effective means of developing trust in the school system and it served as an excellent source of a two-way communication system between the school and the community.

The community seemed to be very supportive of the district's educational efforts. Community support of the school system seemed to be essential in an area that had previously experienced high social turbulence.

Summer school

The summer school program offered an opportunity for migrant children to take skills development courses, supplemental academic classes, learning experience field trips, and an afternoon recreational program that included team sports, arts and crafts activities, and swimming.

There seemed to be a need for summer school in the area, since over 200 pupils enrolled for the 1971 summer program.

Migrant parent participation

The Director of Student Activities reported that migrant parents participated actively in the Parents' Club, with the School Advisory Committee, at the annual school carnival and the Mexican dinner, as adult assistants on field trips, and at the eighth grade graduation ceremonies.

Program review for migrant education

The purpose of reviewing the effectiveness of the program is to continue to improve the educational opportunities for migrant children.

Unanimously, the teachers, administration, and School Advisory Committee recommended that the current program components and related services be continued in the next year's migrant education program. They further recommended to the Governing Board that a Systems 80 Reading Program, marketed by Borg-Warner, be included in the Language Comprehension Improvement classes for the next year. After reviewing the possible advantages of using the Systems 80 Reading Program, the Governing Board of the Richgrove School District approved the tentative Migrant Education Budget for the 1971-72 fiscal year, as presented by the school administration.

Chapter Summary

The migrant education program was designed to improve the reading and English usage skills of the migrant pupil through the use of a coordinated educational program that utilized the services and skills of specialist teachers, regular classroom teachers, instructional aides, cross-age tutors, and student advisors.

The objective data, as measured by pre-test and post-test scores, indicated that the average reading gain exceeded one month's gain for each month in the Language Comprehension Program. The test results also revealed that the reading gains experienced by migrant students in the Richgrove program equalled or exceeded the reading gains reported by Region V. Title I students receiving the same type of individualized "pull-out" instruction also averaged more than one month's reading gain for each month in the program. In support of the reading test results, the regular classroom teachers reported the "pull-out" instruction was effective in meeting the reading needs of migrant children.

The findings also revealed that children enrolled in grades one through three averaged 6.8 months' reading gain during a nine month period of regular classroom instruction. The findings did not indicate the period of time which these first through third grade children were enrolled in the school district.

The in-service training sessions regarding reading skills development and increasing insights in teaching Mexican-American children were well accepted by the staff members.

In order to communicate better with Spanish-speaking migrant pupils, the educators association arranged for a college Spanish class to be taught in the district.

Migrant students were also tested in mathematics; however, mathematics was not funded by the Multi-County Migrant Program. Since migrant students only received mathematics instruction in the classroom, this may help explain why reading gains scored were usually

higher than mathematics gains. The Richgrove gains, when compared with Region V were lower in grades three through five and higher in grades seven and eight. The mathematics gains were usually higher for Title I pupils, with additional "pull-out" mathematics instruction, than for migrant pupils without the benefit of supplemental mathematics instruction.

The subjective data used to measure the pupil's progress in the English as a Second Language class indicated the program was effective in improving the child's listening and speaking skills in English. In support of the E.S.L. program, the specialist teachers reported that students who had completed the Richgrove E.S.L. program did not have the common letter sound discrimination and sound pronunciation problems usually associated with Mexican-American children.

The nutritional and health records indicated that the increased services provided migrant children were well received and adequate.

Subjective data, such as the pupil rating scale and comments from the school community aide, the Director of Student Activities, and the student advisor, indicated migrant children experienced opportunities that aided their self-image.

The effectiveness of the related services, to a large degree, was determined by subjective data. Observations, comments from school staff members, the number of migrant students participating in school activities, and the support of the School Advisory Committee were indicative of the apparent effectiveness of the related services offered migrant children.

The cross-age tutor program was deemed beneficial by teachers,

students, and tutors.

It was reported by the Director of Student Activities that migrant students actively participated in the recreation program. It was further reported migrant pupils were well accepted by non-migrants and their presence was an asset to the overall success of the athletic teams.

The learning experience field trips were well attended by migrant pupils. It was reported by the Director of Student Activities that the trips offered an excellent opportunity to help reduce the migrant child's cultural disadvantage.

The School Advisory Committee fulfilled a very important role in the development and evaluation of the district program. The committee proved to be an excellent vehicle for strengthening school community relations. The committee was chaired by a migrant parent and appeared to serve as a means of involving migrant parents in school related activities.

After observing the Richgrove migrant education program, it became apparent to this writer that the sincere interest and cooperation exhibited by the school staff regarding the education and welfare of migrant children was largely responsible for the success of the program. The interest and dedication shown by the staff for migrant children seemed to be appreciated, well received, and supported by members of the school community.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Chapter V contains a brief description of the research project. Included is a presentation of the justification for the study, the problem, the method of procedure, the purpose of the study, the migrant education program components, the related services, and the observed results of the migrant education program. The study terminates with a discussion of the general conclusions and recommendations based upon the observed results of the investigation.

A motivating factor for the writer becoming involved in this project was his association with a small, rural elementary school district that was charged with the responsibility of providing educational services to the children of migrant families. During the formative period of Richgrove's migrant education program, the writer, an educator with an administrative assignment, became cognizant of the lack of comprehensive migrant education model program guides. In the development of the components for the migrant education program, a need that became apparent was that many migrant children seemed to require an educational program that would offer individually planned learning experiences designed to offset their apparent educational handicaps and provide related services that would help diminish their cultural disparities.

The objectives of the program were twofold in nature. The first project objective was to develop, implement, and evaluate an educational program designed to meet the needs of migrant children in the school district. The second objective of the project was to formulate a migrant program that might serve as a guide, or be of use in other school districts or states that are offering educational programs for migrant children.

Summary Comment

Justification of the study

The Richgrove School District is located near Delano, in the San Joaquin Valley of California. The district is responsible for the education of kindergarten through eighth grade children who reside within its attendance boundaries. Jobs related to agriculture are the major sources of employment for both migrant and non-migrant residents of the school community.

The ethnic composition of the student body includes approximately 80 per cent Mexican-American, 12 per cent Puerto Rican and Filipino, and 8 per cent Anglo. Nearly 70 per cent of the children in school are designated as low income by the federal and state family income level standards.

Approximately 30 per cent of the pupils enrolled in the district during the year are children of migrant families who follow the seasonal agricultural crops. Many migratory children exhibit serious deficiencies in reading and communicating in English. Children identified as migrants often were below grade level in reading, spoke little or no English,

lacked opportunities to experience success for self-image improvement in school, and lacked adequate nutritional and health services.

Statement of the problem

The problem was to examine student achievement in "pull-out" instruction classes in reading and in English as a second language, student self-image improvement, and improve food and health services, and community involvement for migrants.

The purpose of the study

The purpose of this study was to describe the development, implementation, and observed results of the migrant education program in the Richgrove School District.

Method of procedure

The procedure followed in this research study was to describe the development, implementation, and observed results of the Richgrove School District's 1970-71 migrant education program.

The study is divided into five major study areas. The first area reviewed is the introduction to the problem. Related literature is examined in the second area. The third area is devoted to a description of the Richgrove School District's migrant education program. The fourth area deals with the observed results of the district's migrant education program. The fifth area is concerned with the summary, conclusions, and recommendations for further study.

Related literature

The literature indicated that the purpose of compensatory

education is to help children offset their educational and cultural disadvantages.

The research revealed that many of the attributes often associated with Mexican-Americans were actually descriptions and characteristics of individuals residing in a culture of poverty. One writer noted that being "Macho" (maleness), the use of physical force to settle disputes, emphasis placed on physical activities, distrust of strangers and educated men, and the major concern being given to the today, not the tomorrow, are characteristic of individuals living in a culture of poverty. The literature revealed that 33 per cent of the more than four million Mexican-Americans who live in the Southwest live in poverty.

Several writers reported that increased educational achievement is the key to improving the life-style of the Mexican-American.

The research indicated that bilingualism and biculturalism often compound the learning difficulties for many Mexican-American and migrant children. Several writers reported that the problems related to the education of Mexican-American children seems to be applicable to the education of m[illegible]ant pupils since the majority of migrant children are also Mexican-American.

The research further revealed that the majority of the migratory farm labor force in the Southwest is composed of Mexican-Americans. Agricultural work emerged as the dominant means of earning a living and the most common way of life for most migratory families.

Several writers reported that the children of migratory families have special educational concerns. In support of this, some writers stated that migrant children suffered the most "inadequacies" when all

educationally disadvantaged children were compared with middle class children.

The most pressing educational needs of migrant children, reported in the literature, were identified as the following: (1) increased language training; (2) adequate health and medical care; (3) elimination of cultural disadvantages; (4) opportunities for the improvement of self-image, and (5) nutritionally balanced meals. If education is going to meet the needs of migrant children, the literature indicated that educators must design programs that will allow the migrant student to experience success in school and aid the migrant in overcoming his apparent educational deficiencies.

The literature also revealed that the migrant child is usually retarded from two to three years in grade achievement in reading, language skills, and arithmetic. The research further indicated that the migrant child is frequently handicapped by his feelings of insecurity and anonymity.

The California Plan for the Education of Migrant Children is funded, as reported in Chapter II, with federal monies. The state department contracts with service regions which, in turn, sub-contract with local school districts to provide supplemental services for migrant children. There are wide variations as to the types and amounts of services provided by local school districts for the education of migrant boys and girls; however, under the auspices of the California Plan all migrant children must be integrated into the regular school program for a major portion of the school day. In addition, instruction should be provided to improve the English usage and to increase the

reading skills of the migrant child. Frequently, school districts offer supplemental services such as nutritional and health programs for migrant children.

Description of the Richgrove migrant education components

The selected migrant education program components were designed to enrich reading and writing skills development, English as a second language, and self-image improvement. Another important component was that of offering increased nutritional and health services for migrant children in the Richgrove School District.

Small group "pull-out" instruction, see Figure 4, page 48, was used to improve the reading and writing skills of migrant children. Table 3, page 51, shows the number of migrant children enrolled by grade level during the first, second, and third quarters of the school year. The English as a Second Language program also utilized small group "pull-out" instruction. The number of migrant pupils enrolled in the English as a Second Language classes during the first, second, and third quarters of the 1970-71 school year is shown in Table 4, page 58. Specialist reading and language teachers taught the "pull-out" Language Comprehension Improvement and English as a Second Language classes.

All migrant children were offered a free or reduced priced lunch by the district. In addition, an instant breakfast was provided at no cost to any migrant child who was designated as being in need of a breakfast.

The health services, provided at no cost to migrant children,

included a diagnostic physical examination, mobile dental clinic services, and a fluoride "brush-in" dental treatment.

The total school program was designed to help provide opportunities that may help improve the self-image of the migrant child.

Description of the related services in the Richgrove School District

In addition to the components of the migrant education program, the Richgrove School District utilized instructional aides, cross-age tutors, after school recreation, field trips, and summer school to enrich the learning experiences for migrant pupils.

The school community aide, student advisor, and School Advisory Committee members helped explain the school's enriched programs and their objectives to the community and also served as a feedback source from the community to the school.

Conclusions

It is important to note that the conclusions based upon the findings of this study should be approached with some caution since the findings were derived from objective and subjective data obtained from the observed results of a study involving only 194 migrant children. It should not be inferred that these findings are representative of the migrant education programs in the state. With these qualifications, the hypothesis is again stated.

Hypothesis

It was the hypothesis of this study that migrant education programs can be designed to improve student achievement in reading and in

English as a second language classes, improve the self-image of the student, and improve food and health services for migrant children.

The following major findings and conclusions appear to be justified after examining the information available in this study.

Findings of the Richgrove migrant program components

Of the 88 migrant children in the Language Comprehension Improvement classes during the year, only 29 students in grades two through eight were enrolled for both pre-test and post-test evaluations.

The findings, shown in Table 7, page 82, reveal that migrant children in grades two through eight averaged more than one month's gain in reading as measured by the California Achievement Test. All migrant children tested indicated increased achievement in reading. The findings also revealed the reading gains reported for students in the Richgrove program compared favorably with migrant students in Region V, as shown in Table 8, page 83. Table 9, page 85, shows the reading gains for migrant and Title I pupils in the Richgrove School District. Both migrant and Title I students in grades three through six averaged more than one month's gain in reading for each month in the program. Individualized instructional materials and specialist teachers were used in both programs.

The pre-class and post-class ratings by the English as a Second Language teacher, the specialist reading teacher's evaluation of students who had completed the E.S.L. program, and the opinion of the classroom teachers indicated that children in the English as a Second Language classes learned to speak English more quickly and took part in

school activities sooner than previous migrant students who did not have supplemental English as a Second Language instruction. Supplemental English instruction appears to enhance the opportunity for Spanish-speaking migrant children to experience success in school.

Table 10, page 90, shows that the number of months' gain in mathematics was lower than the gain in reading for migrant children in the Richgrove program. This may be related to the fact that no supplemental mathematics instruction was provided migrant students.

Free or reduced priced lunches were offered to all migrant children. Table 5, page 61, shows that 11,612 free lunches were provided migrant children. Migrant families who preferred to purchase reduced priced lunches for their children paid 10 cents per meal. The nutritional program was credited by a medical doctor with being an important factor in improving the general health of migrant children.

The objectives of the health services were met since 85 dental examinations and treatments were provided for migrant pupils, 96 migrant children received fluoride dental treatment, complete physical examinations were conducted for 76 migrant students, and eye glasses and shoes were obtained and provided for migrant children.

Nutritional and health services were offered all migrant families in the district.

The observed results of the migrant education program indicated that opportunities were offered to help improve the self-image of the migrant student. The findings also revealed that migrant students participated in a wide variety of school activities, were well accepted by their peers, seemed happy, and appeared to have good self-concepts.

From the findings it would be rather difficult to designate any one school program component, activity, or service that improved student self-image; however, the combination of factors in which the migrant child experienced success in school, received adequate nutritional and health services, and received attention and acceptance from his peers and teachers may have helped produce a feeling of well-being and positive self-image for migrant students.

Findings of the related services in the Richgrove School District

The findings indicated the related services were beneficial for migratory children. The cross-age tutor program was effective in helping improve the reading ability of both the student and the student-tutor. The recreational program aided the development of athletic skills and provided an opportunity for positive intergroup learnings. The learning experience field trips helped reduce the cultural disadvantage that often exists for migrant pupils. Summer school was an excellent opportunity to enrich the school experiences for migrant children. The involvement of migrant parents in school related activities helped develop better relations between the school and the community. The monthly Crime Prevention Program presented an excellent opportunity for law enforcement officers and migrant students to develop understanding and friendships.

Implications

The research indicated that many of the characteristics often associated with Mexican-Americans are really the characteristics of

individuals living in poverty. If this is true, then it would seem that educational programs designed to improve the school achievement of Mexican-Americans may have implications for other minority members living in a culture of poverty.

While the migrant education program was designed for children of a rural background, certain components of the program may have value in improving the educational achievement of urban youth who are culturally disadvantaged. This writer is of the opinion that the program may prove worthwhile for Black, Brown, and other minority urban children who are educationally disadvantaged.

The supplemental services that were provided migrant children may have equal effectiveness or merit in offering programs designed to offset educational disparities that exist for American Indians living in a culture of poverty. Many of the concerns, problems and characteristics of the Mexican-American are almost identical to the concerns, problems, and characteristics of the American Indian living on the reservation.

The findings of the migrant education components and related services offered migrant children in the Richgrove School District may be useful to other school districts or states developing educational programs designed to meet the needs of migrant children.

Concluding statements

The recent interest in migrant education and the federal funding available should help concerned school districts improve the quality of the educational services provided migrant children.

Because of the interrupted school attendance patterns of migrant children, school curriculums should be individualized as much as possible to meet the needs of the individual migrant child. Concerned and capable educators who utilize diagnostic and prescriptive teaching methods and techniques appear to offer optimum opportunities for increased school achievement for migrant children.

The supplemental services offered migrant students in the Richgrove School District increased their achievement in reading and English as a second language, helped students develop a positive self-image, and offered increased nutritional and health services for migrant children. The findings of this study indicated that educational programs can be designed and implemented to meet the most pressing needs of migrant children.

Recommendations for Further Study

Supplemental services

The findings of this study indicated that there will be a definite need for compensatory education funds in the future. It is rather difficult to imagine that a migrant child who has been educationally and culturally disadvantaged for many years will be able to overcome these disparities after receiving supplemental services for one or two years. This suggests the need for a funded program that would provide supplemental services to migrant children when they lose their migrant eligibility. When the migrant families stop moving in order to follow the crops, supplemental services could be provided, on an as-needed basis, for a period of time up to five years. It is the

recommendation of this writer that a future study examine the need and feasibility of an extended program for migrant children.

Evaluations

In reviewing the literature relative to this study several problem areas were noted concerning the education of migrant children. It is the recommendation of this writer that further research regarding migrant education be done in the following areas:

1. Comparison studies of reading achievement gains for migrant and non-migrant children should be conducted.

2. Studies should be done which examine the different methods, procedures, and techniques used to evaluate the progress of the individual migrant child.

3. Research studies should be conducted to develop more effective and meaningful methods of pre-test and post-test ratings for all children receiving supplemental services in reading or English as a second language classes.

4. Direct follow-up studies should examine migrant student school achievement over an extended period of time.

5. Research studies should be conducted to determine how comprehensive migrant education programs should be evaluated through the use of objective and subjective data.

The education of minority children

In areas related to the education of minority children it is the suggestion of this writer that future research include:

1. The development of tests that are designed to measure the

attributes of bilingual and bicultural children.

2. Studies should be conducted that will evaluate innovative and effective programs for teaching minority children.

The education of disadvantaged children

The literature suggested there was a definite need exhibited for improving educational programs for culturally disadvantaged children. The following suggestions are recommended as possible avenues for improvement:

1. Research is needed that would aid in the development of intelligence tests that are reasonably accurate in measuring the native ability of the child residing in a culture of poverty.

2. Studies are needed to determine the personal qualities and professional training needed by teachers in order to be effective educators in barrio or ghetto schools.

3. Studies should be developed that would compare the school achievement of Mexican-Americans, Blacks, Anglo, American Indian, and Chinese-American children living in poverty conditions.

Instructional material

Educational programs should be designed to meet the needs of the individual child. To help accomplish this, the following recommendations are suggested:

1. Develop studies that would examine the effectiveness of diagnostic and prescriptive teaching methods.

2. Research should be done that would evaluate the merits of programmed instructional materials.

3. There should be evaluations of technological advancements that would aid the teaching-learning situation.

Nutritional services

Proper nutrition is essential for a child's well-being in school. In order to offer optimum opportunities for all children, the following recommendations are made to accomplish this:

1. Studies are needed to examine the positive values and feasibility of offering a free lunch for every child in school.

2. Research is necessary to determine the need for a free school breakfast program.

In the opinion of this writer, the above recommendations should help improve the quality of the educational services offered migratory children.

GLOSSARY

Anglo. Anglo means the North Americans of English descent.

Barrio. Barrio means a concentration of Mexican-Americans living within a given geographic area or in a given portion of a town or city.

Braceros. Farm workers who were brought from Mexico to the United States under contract during and after World War II are referred to as Braceros.

California Plan. This plan means the plan for the education of migrant children in the state of California under Public Law 89-750 for the 1971 fiscal year. The California Plan for the Education of Migrant Children was operated by the California State Department of Education, Division of Compensatory Education, with the cooperation and assistance of 184 school districts and 31 county superintendents of school.

Chicano. Chicano refers to individuals of Spanish and Indian origin that tend to identify with and understand the problems of an ethnic group that reside in one country while their ethnic and cultural heritage was developed in another country. Some Americans of Mexican descent who were born in the United States or who have migrated from Mexico consider themselves Chicanos.

Community Aide. The community aide was to interpret the school's services for migrant children to their parents.

Compadres. "Cofather," the godfather of one's child.

English as a Second Language. The Migrant E.S.L. Program is designed to improve the speaking, listening, and understanding of the English language.

Gringo. Gringo refers to the non-Mexican North Americano.

Hispanos. Hispanos are Spanish-Americans from New Mexico. They consider themselves more Spanish than Mexican.

Labor Camp. Labor camp refers to the housing available to agricultural workers. The camp may be located on the farm and furnished workers or it may be housing that is rented to migrant workers.

Language Comprehension Improvement. The Migrant L.C.I. Program was designed to improve the language skills of migrant students. These children were expected to show improvement in their reading skills and eventually read at, on, or above grade level.

La Raza. This term refers to the race. Essentially, in the Mexican-American community, it is a mythical bond which unites all Mexicans regardless of residence.

Macho. Macho means "maleness", the superiority of the male, the way men are supposed to behave in the Mexican-American community, and the individual's self-esteem as perceived by most Latin American males.

Migrant child. A migrant child is the child of a migratory agricultural worker who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing jobs. A student whose school attendance is interrupted or curtailed during the regular school year because of

residence, or who is a temporary resident of a district other than that which he regularly attends school, or when the residence change is due to the employment of his parents or immediate family in agriculture jobs, is also classified as a migrant.

Multi-County Migrant Program. The Multi-County Migrant Program refers to Region V, the Southern San Joaquin Regional Component of the California Plan for the Education of Migrant Children, which includes the counties of Kern, Kings, and Tulare. In the fiscal year 1971, 51 districts participated in the Multi-County Program as authorized under the Elementary and Secondary Act of 1965, Public Law 89-10 and as amended by Public Law 89-750 in 1966.

Pull-Out Instruction. Small group instruction is provided in L.C.I. or E.S.L. classes to designated groups of migrant children for a portion of the school day that may not exceed one-half of the total school day.

Tejanos. Tejanos are the Mexican-Americans from Texas. Many are farm workers.

Tio Taco. This term refers to a Mexican-American being a traitor to his "race". Tio Taco has the same connotation in the Mexican-American community as "Uncle Tom" has in the Black community.

TJ's. This term refers to the recent Mexican immigrants who pass through Tiajuana, Baja California.

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APPENDIX A

SERVICES AGREEMENT FOR PARTICIPATION IN THE
CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

Region V

THIS AGREEMENT made and entered into on the 1st day of September, 1970, by and between Harry Blair, County Superintendent of Schools of Kern County, and the Richgrove School District of Tulare County mutually agree as follows:

1. The Congress of the United States, by Public Law 89-750, (1966) amended Title I of the Elementary and Secondary Education Act to provide payments to State Educational Agencies for assistance in educating migratory children of migratory agricultural workers.

2. The California State Department of Education, Office of Compensatory Education, has submitted and had approved an application for a grant under this Title for establishing or improving programs for migratory children of migratory agricultural workers. The grant application includes the California Plan for the Education of Migrant Children as the vehicle through which the grant will be utilized.

3. The California Plan for the Education of Migrant Children describes the programs for which the grant was approved, and designates the Bureau of Community Services and Migrant Education as the agency which will plan, administer and implement the programs.

4. The California Plan for the Education of Migrant Children provides for a State operated program of services to migratory children of migratory agricultural workers, administered through a regional organization with the assistance and cooperation of designated county superintendents of schools and local school districts.

5. Within the structure of this regional organization the California State Department of Education delegates certain administrative operational and fiscal functions to the designated county superintendents of schools.

6. Provision is made for designated school districts to implement specific services to migrant children residing within the service area of the district and to be reimbursed for the cost of these services by the county superintendent designated as the agent of the State Department of Education for the region in which the district is located.

7. Funds are allocated to regions based upon the number of identified migrant children who will be served in the region. These funds are to be used by the designated county superintendent of schools and the designated school districts in providing services to migrant

children in accordance with the California Plan and rules and regulations established by the State Board of Education.

8. The county superintendent of schools is the delegate educational agency for the region comprising Kern, Kings, and Tulare and is authorized to enter into agreements for providing services to migratory children of migratory agricultural workers in accordance with the California Plan for the Education of Migrant Children.

9. The county superintendent of schools agrees to provide, with funds allocated to the region, services and/or to reimburse the district for providing services in compliance with the California Plan for the Education of Migrant Children and which are specified and described as a part of this agreement.

10. The district has identified 91 migratory children of migratory agricultural workers who are eligible for services available through the California Plan for the Education of Migrant Children.

11. The district has identified 71* migratory children of migratory agricultural workers who have been classified as "In-Program." Funding under this Service Agreement will be based primarily on this factor. (Please see Page 9 for definition of an "In-Program" child.)

12. The district has determined that the identified children have needs which may be met through services available under the California Plan for the Education of Migrant Children.

13. The district certifies that the services specified in this agreement are not a regular part of the district's program, will not result in a reduction of effort on the part of the school district, and are not available from other funding sources.

14. The district agrees to make every effort to implement the program of services specified in this agreement.

15. The district agrees to maintain all records necessary to be able to make such reports to the county superintendent of schools and the State Department of Education as may be reasonably necessary for the efficient and effective implementation of the California Plan for the Education of Migrant Children. Reports shall be prepared in such form and at such times as may be directed by the county superintendent of schools and the State Department of Education.

16. The term of this agreement shall be from September 1, 19 70 to and including August 31, 19 71. The services provided under this agreement shall be implemented entirely within the prescribed dates.

17. Any equipment or facilities acquired with monies provided

for the use of regions for the implementation of the program of services described in this agreement remain the property of the State and must be used for the benefit of migratory children of migratory agricultural workers. Property so acquired may be moved within or without the region as directed by the State Department of Education.

18. This agreement may be amended by mutual consent of the parties hereto.

Signed (s) Harry E. Blair
(County Superintendent)

Dated December 7, 19 70

Signed (s) Bob L. Blancett

Richgrove School, Tulare
(School District and County)

Signed (s) Jannie M. Corralez
(Dist. Advisory Committee Chairman)

Dated August 31, 1970

Dated September 25, 19 70.

*Service will be provided to more Migrant youngsters, approximately 150.

Please round off all figures
to nearest dollar

BUDGET WORK SHEET
Certificated Personnel

Cl. 213	Column 1	Column 2	Column 3	Column 4
	Teacher's Name	Annual Contract	% of time to be paid by Migrant Project	Amount of salary to be paid by Migrant Project (Col. 2 x 3)
	Marilyn Wren	4200 1/2 day	100% for 1/2 day T.1	4200
	Jose Canto	8000	66 2/3% 4/6	5334
	John Madden	9900	66 2/3% 4/6	6600
	TOTAL		2 1/3	16,134

Item 5 — $91.80 (Annual health insurance premium paid by the district per person) x 2 (Total of Column 3) = $184.00 (Total Cost of Insurance to be paid by Migrant Project)

Item 6 — $16,134 (Total of Column 4) x .03 = $484.00 (Retirement Costs to be paid by Migrant Project)

Item 7 — 2 1/3 (Total of Column 3) x $14.00 = $33.00 (Certification Costs to be paid by Migrant Project)

Item 8 — 161 (Number of 100's in Column 4) x .54 (District Workmen's Compensation rate) = $87.00 (Workmen's Compensation to be paid by Migrant Project)

Item 9 — Fixed Costs of Certificated Salaries — Total of Items (5+6+7+8) = $788.00

Item 10 — Total Costs of Certificated Salaries — Enter Column 4 Total here = $16,134

Item 11 — Add above two items (9+10) to find total cost of Certificated Personnel = $16,922

BUDGET WORK SHEET
Classified Personnel

Cl. 220 Classified

	Number 1		Hourly pay rate 2		Hours per day 3		Number of days 4		Total 5	
Instructional Aide (assignment)	2	x	2.05	x	5 1/2	x	176	=	3,969.00	
		x		x		x		=		
		x		x		x		=		
Records Clerk and Community Aide	1	x		x		x	10 mos.	=	3,360.00	80% of 4200
TOTAL									7,329.00	

6. Migrant Records Clerk (Maximum allowable = total 1969-70 Migrants [_____] x 6.00 = $ _____)

7.
   a. Amount budgeted for Holiday pay $ 158.00
   b. Amount budgeted for Vacation pay 281.00

8. Enter Item 5 total on this line 7,329.00

9. Add above items (6+7+8). This is your total of Classified wages. $7,768.00

10. Fixed Charges 13% of Item 9. 1,010.00

11. Health Insurance (*explain district policy below) 257.00

12. Total Classified Charges $9,035.00

*Health insurance explanation

The District pays $91.80 per employee.

Cl. 200 Other	Instructional Supplies	Number	Unit Cost	Total	
Supplies				$850.00	
Mileage Advisory Com.	Community Aide mileage	2,300	@10¢	230.00	
	Advisory Committee costs ($50 per migrant member) (Non-transferable)	4	$50.00	200.00	
	Adv. Com. stipends for Training Sessions (Non-transferable				
	Total Cl. 200 - Other				$ 1,280.00

Cl. 400 Other Health Services	Description	Total	
	Dental	$150.00	
	General Medical	500.00	
	Total Cl. 400 - Other		650.00

Cl. 500 Other Transportation	Description	Estimated Miles	Cost per Mile	Total	
	Transportation for Medical needs	100	53¢	$ 53.00	
	Total Cl. 500 - Other				53.00

Cl. 900 Other Food Services	Description	Estimated Number	Cost per Meal	Total	
	Lunches for needy migrant children	1,000	35¢	$350.00	
	Nutritional snacks	100	25¢	25.00	
	Total Cl. 900 - Other				$365.00

Cl. 1230 - Equipment - None Authorized.

Enter figures from Item 11.	$16,922.00
Enter figures from Item 12.	9,035.00
Add all items in last column for budget total.	$28,315.00

RICHGROVE SCHOOL DISTRICT

Migrant Budget
Summer School June 21, through July 23, 1971

Class Number				Income $10,548.75
200 Instruction				
213	Teachers (12)	$ 5,900.00		
220	Aides (6)	2,234.75		
290	Other Expenses			
	Supplies for recreation	100.00		
	Community Aide mileage	100.00		
			$ 8,334.75	
400 Health				
400	Health Services			
	Dental and General medical	100.00		
			$ 100.00	
500 Transportation	After School Recreation			
	1800 @ 53¢	954.00		
	Learning Experience Field			
	Trips, 2000 miles @ 53¢	1,060.00		
			$ 2,014.00	
900 Food Services	2,000 Free lunches @ 5¢	100.00		
900			$ 100.00	
			$10,548.75	$10,548.75

RICHGROVE SCHOOL DISTRICT
1971-72 Tentative Budget
Migrant Education

Budget Class				Income
				$ 28,743.00
200 Instruction				
213	2 Reading Teachers	$ 9,400.00		
	1 ESL Teacher	5,050.00		
220	3 Instructional Aides 3 (2720) x 5/7 (10 months)	5,828.00		
	Community Aide/Record Clerk	2,205.00		
290	Systems 80 Reading Program (Skill Development)	1,620.00		
	Community Aide Mileage 2300 miles @ 10¢	230.00		
	Advisory Committee Costs	100.00		
			$24,433.00	
400 Health Services	Dental	150.00		
	Medical	500.00		
			650.00	
500 Transportation	For Medical needs 53¢ x 100 miles	53.00		
			53.00	
800 Fixed Charges	Health Insurance 1.5 x 420	630.00		
	5/7 x 420 x 3	900.00		
	13% x $8,033	1,044.00		
	.03 x 14,450	434.00		
	1.5 x 14	21.00		
	.54 x 145	78.00		
			3,107.00	
900 Food Services	10,000 lunches @ 5¢	500.00		
			500.00	
			$28,743.00	$28,743.00

APPENDIX B

MIGRANT STUDENT ENROLLMENT

Teacher _____ Date _____

This is a list of the migrant students enrolled in your class. Please check this list to be certain that all migrant students are receiving needed services.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MIGRANT STUDENT ENROLLMENT

Teacher _____ Date _____

This is a list of the migrant students enrolled in your class. Please check this list to be certain that all migrant students are receiving needed services.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RICHGROVE SCHOOL DISTRICT

Migrant Student Record

Grade _____ Year _____

Teacher _____

	Name	Entrance	Leaving	L.C.I.	E.S.L.	Comments
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Multi-County Migrant Education Project
Community Aide Weekly Log
(check any column(s) relating to each home call)

School Dist. _____

Comm. Aide _____
For the
week of _____ to _____

W E E K L Y

Date	Name of Migrant Child Served	Health Matter	General Explanation of Special District Services for Migrant Children	Orientation visit with New Family	Report to Parent Concerning Child Progress or Assignment to Migrant Program	Attendance Questions	Adult Education	Remarks

MULTI-COUNTY PROGRAM
FOR
MIGRATORY CHILDREN

ESL PRE-TEST AND POST-TEST

Pupil's Name _____ Grade _____

School _____ Teacher _____ Date _____

Please rate this student on the items below by circling the appropriate number in each rating scale for the items listed, noting that 1 is a low rating and 4 is a high rating. If the item does not apply or a rating is unknown, circle 0. (Circle one number only.)

Listening Skills	Low				High
Listens with understanding	0	1	2	3	4
Listens to acquire meaning	0	1	2	3	4
Listens to follow directions	0	1	2	3	4
Listens for information	0	1	2	3	4
Speaking Skills					
Pronounces words distinctly	0	1	2	3	4
Uses verb forms correctly	0	1	2	3	4
Verbalizes final consonants	0	1	2	3	4
Speaks in complete sentences	0	1	2	3	4
Speaks with confidence	0	1	2	3	4
Standard English Usage					
Uses School oriented vocabulary	0	1	2	3	4
Uses standard English in expressing ideas	0	1	2	3	4
Expresses thoughts in logical sequence	0	1	2	3	4

Form C

PUPIL RATING SCALE

NAME _____ SCHOOL _____

TEACHER _____ GRADE _____

DATE _____ Boy Girl (Circle One)

1 2 3 4 5	1. I am sure of myself, and have confidence.	1 2 3 4 5
1 2 3 4 5	2. I am happy at school.	1 2 3 4 5
1 2 3 4 5	3. I respect the rights of others in the class.	1 2 3 4 5
1 2 3 4 5	4. I make friends in class.	1 2 3 4 5
1 2 3 4 5	5. I take part in class committee projects.	1 2 3 4 5
1 2 3 4 5	6. I want to study and improve myself.	1 2 3 4 5
1 2 3 4 5	7. I study for class tests.	1 2 3 4 5
1 2 3 4 5	8. I do class work when told.	1 2 3 4 5
1 2 3 4 5	9. I am improving in class work.	1 2 3 4 5
1 2 3 4 5	10. I like my teacher.	1 2 3 4 5
1 2 3 4 5	11. I get along with other students in my class.	1 2 3 4 5
1 2 3 4 5	12. I help other pupils in the class.	1 2 3 4 5
1 2 3 4 5	13. I offer to do things in the class.	1 2 3 4 5
1 2 3 4 5	14. I do the best I can.	1 2 3 4 5
1 2 3 4 5	15. I finish a job.	1 2 3 4 5
1 2 3 4 5	16. I get work done when on a committee.	1 2 3 4 5

MULTI-COUNTY PROGRAM FOR MIGRATORY CHILDREN

PUPIL COMMUNICATIVE SKILLS

L.C.I. PRE-TEST AND POST-TEST

Pupil's Name _____ Grade _____

School _____ Teacher _____ Date _____

Please rate this student on the items below by circling the appropriate number in each rating scale for the items listed, noting that 1 is a low rating and 4 is a high rating. If the item does not apply or a rating is unknown, circle 0. (Circle one number only.)

Listening Skills	Low				High
Listens to acquire meaning	0	1	2	3	4
Listens to follow directions	0	1	2	3	4
Listens to make an evaluation	0	1	2	3	4
Reading Skills					
Reads with comprehension	0	1	2	3	4
Phonetically attacks new words	0	1	2	3	4
Reads orally	0	1	2	3	4
Speaking Skills					
Pronounces words distinctly	0	1	2	3	4
Uses grammatical patterns	0	1	2	3	4
Speaks in complete sentences	0	1	2	3	4
Writing Skills					
Spells needed words correctly	0	1	2	3	4
Uses correct letter forms in handwriting	0	1	2	3	4
Expresses ideas through informational writing	0	1	2	3	4

APPENDIX C

Multi-County Program
for
Migratory Children

Administrative Report

School District Richgrove
Name of person completing this report Bob L. Blancett
Title Superintendent

Instructions

1. Please type all entries.
2. The questions presented here are taken from the Evaluation Outline provided by the State Department of Education. Only those questions from the outline for which no other data gathering device is utilized are asked here. Your conscientious response is appreciated.
3. Notes made in this questionnaire during the year will facilitate questionnaire completion before the last day of school in spring.

1-A 1. In the space below briefly describe any innovative activity associated with your program for migratory children. (Innovative Projects: defined here to mean the utilization of methods or activities that were new or tried in your district.) List such activities as A-B-C etc.

A. Individually planned learning experiences in the regular classroom

B. Programmed materials in reading in the pull-out classes

C. Cassette taped instruction in the regular classroom, E.S.L., and L.C.I. classes

D. Diagnostic and prescriptive teaching in reading

E. Use of the programmed talking pages in the pull-out L.C.I. classes

F. Student advisors for Migrant students

For each activity cited, state the basis (your reasons) for its selection (use corresponding A-B-C listing format)

A. Learning is a very personal and individual; therefore, we tried to plan with the student experiences that would be meaningful for him.

B. Instruction should allow for individual differences. Youngsters learn as individuals not groups. We tried to use materials that would let the child advance at his own rate. The materials also offered opportunities for immediate reinforcement of correct responses.

Research regarding the Sullivan materials indicated that the programmed materials help the youngster gain at almost double their regular rate of gain in reading.

C. Taped instruction serves two purposes; (1) it frees the teacher for individual work, (2) helps create interest through the use of visual and audio aids.

D. To find the youngster's level and reading skills or lack of reading skills. You can then teach the necessary skills required for pupil success.

E. The advantages of A.V. equipment and working at the youngsters own rate.

1-A 2. In the space below briefly describe any exemplary activity associated with your program for migratory children. (Exemplary Activities: defined here to mean activities judged effective in realizing objectives and which might prove valuable as models for others) List such activities as A-B-C etc.

A. Diagnostic and prescriptive teaching

B. Programmed instruction

For each activity cited, state the basis for your judgment of its exemplary value. (Use corresponding A-B-C format)

A. This allows the teacher to concentrate on the skills areas that the youngster needs to master in order to experience success.

B. Programmed instruction is very valuable for youngsters who change schools often. They have more opportunities to improve and experience success in school.

1-B 3. In the space below, briefly describe anything of human interest that has developed as a result of your district's program.

Migrant youngsters are involved in the main stream of school activities. They participate in band, competitive sports, and after school recreation.

The community aide has done an outstanding job in helping involve parents in school activities. Migrant parents have attended parents' club meeting and help sponsor a carnival and Mexican Dinner.

II - A-2 4. The California Achievement test (Reading and Math) has been used this year as the primary objective measure of migrant student achievement.

Please give your judgment as to the appropriateness of this test in measuring the achievement of migrant children.

I think the C.A.T. does a good job; however, I believe that bilingual youngsters are at a slight disadvantage in the timed sections because of the necessity of translating questions and answers from English to Spanish in their own minds. Overall the C.A.T. or C.T.B.S. are geared more towards middle class youth rather than low income youth; however, they do a good job measuring achievement.

II - B-1 5. To what extent were teacher developed tests used to assess the progress of migrant children? (Teacher made tests - This designation includes any testing instruments, whether made by individual teachers or by a teacher group, which were used to measure the educational growth of migrant children.)

a. In Language Comprehension Improvement (L.C.I.) classes.

Both pull-out teachers used teacher constructed material for pupil progress evaluation.

b. In English as a Second Language (E.S.L.) classes.

The E.S.L. used tapes and self-constructed materials to measure pupil understanding.

II-B-2 6. Explain how the results of these tests measure the achievement of the objectives.

All pull-out teachers started with certain objectives. Their teaching was geared towards helping the youngsters reach the necessary objectives. The results were used on an individual basis to determine if the desired objectives were reached.

II-B-3 7. Attach a copy of any locally made test referred to.

Our teachers are out for the summer. We are not certain if we will be able to locate the tests for you at this date. The test materials will be available during summer school.

II-B-4 8. Describe any <u>other</u> means used to objectively measure the achievement of Migrant children. (tests <u>other</u> than the C.A.T.)

The state required tests in grades 1, 2, 3, and 6. Also the Metro Reading Readiness Test in Kindergarten and the Standardized tests given to our 8th graders by Delano High School.

III-C 9. Indicate any changes in <u>achievement</u>, <u>skills</u>, <u>behavior</u> or <u>attitude</u> on the part of any groups listed below that are affecting the achievement and/or attitudes of migrant children.

a. Teachers
b. Parents
c. Resident children
d. Growers
e. Community Members
f. Teacher Aides

Teachers and instructional aides had inservice training geared towards better understanding of the migrant youngster.

Migrant youngsters are a part of all school activities and well accepted by the resident students.

The entire community, growers and workers, are more relaxed now and tend to accept each other more as individuals than as members of a group.

IV-A 10. Cite what services were specifically provided to migrant children that heretofore have NOT been provided. Include in this section any appreciable changes in attendance fluctuations on the part of migrant children as a result of increased educational opportunities offered through this program.

Increased student advisor activities and home calls by Mr. Jose Canto, student advisor and by Miss Ofelia Gonzales, Community Aide.

Our increased efforts to take the school to the home have helped increase attendance, parent involvement, and cooperation between the school, home, and community.

IV-B 11. For each grade level listed below, cite project activities or combinations of activities, which have been judged most effective.
Notes - a. Write "No Program" under any grade level grouping in which no special migrant program was provided.
b. "Activities" includes instructional programs

1. Preschool through grade 3

The most desirable activities undertaken were pull-out instruction and efforts to individualize instruction. Also, instructional aides, dental services, recreation, and physical examinations were of benefit to migrant children.

2. Grade 4 through grade 6

The pull-out instruction is extremely effective in making it possible for the migrant to experience success in the regular classroom. (The extra help in English or reading really made a difference.)

The youngsters benefited from the after school recreation, crime prevention program, instructional aides, dental services, physical exams, and student advisors.

Both Migrant and non-migrant students benefited from the free and reduced priced lunch program.

3. Grade 7 through grade 12

The 7th and 8th graders benefited from the pull-out instruction, after school recreation, lunch program, dental and physical health services, and the student advisors.

IV-C-2 12. Classroom Procedures

A. From the list below, check those classroom procedures utilized in your program for migratory children.

__X__ 1. Pull-Out Classes

__X__ 2. Aide Assisted Classes

___ 3. Extended Day Classes

___ 4. Professional Tutors

__X__ 5. Student Tutors

B. Of those checked from the list above:

1. List each below which you feel has been effective.
2. Make a short statement explaining the basis for your judgment that each one you list was effective and successful in improving the achievement level and behavior of migratory children.

1. Pull-Out Instruction is designed for individual skills development.

2. The aide assisted classes helped to provide opportunities for individual migrant youngsters to improve at a more rapid rate.

3. Student tutors were very effective in assisting teachers in working with migrant students.

   The combined efforts helped relate the idea to the students that the District wanted them to succeed in school.

V-A 13. Give examples of regular Title I programs which have been specifically designed to supplement State operated Title I migrant programs within your school district.

All regular classroom and Title I programs are closely coordinated.

Methods, techniques, and materials are reviewed and discussed.

Individual and student progress is evaluated by the regular classroom and pull-out teachers.

No student is enrolled in both Title I and Migrant programs.

V-B 14. Comment on any arrangements which were made for training or assignment of personnel to achieve coordination between regular and special programs for migrant children.

In-service training for the entire staff in:

1. Insights in teaching Mexican-American youngsters
2. Diagnostic and Prescriptive Teaching in Reading
3. Skills Development in Math

VI-A 15. Describe other assistance that directly serve the same migrant population as in your program (Federal, State, local, private supported programs). How extensive are these programs in the project area?

Regular classroom experiences are supported by state and local means.

Any additional special programs are financed by Federal funds.

It would be impossible to offer an adequate educational opportunity to many youngsters without Federal funding.

VI-B 16. What efforts have been made to establish coordination between these programs? What has been the outcome of the effort to coordinate?

All District programs and Federally funded programs are closely coordinated in order to insure the maximum benefit for the individual child.

VI-C 17. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children?

We need to maintain specialist teachers, instructional aides, and supportitive services for Migrant youngsters. Summer programs should be offered in areas of high Migrant concentrations in the summer.

VII-A 18. Describe your advisory committee organization, including membership, function, and indicate the number of migrant parents who served on it.

	Representing
Chairman - Mr. Peter Juarez	Migrant
Assistant Chairman - Mrs. Alice De Leon	"
Mrs. Jannie Corralez	Community Service Organization
Mr. Luis Conde	Community Action Agency
Miss Ofelia Gonzales	Secretary/Community Aide (Migrant Program)
Mrs. Juanita Gutierrez	Richgrove Parents' Club
Mrs. Virginia Rowland	Richgrove Community
Mr. Bob L. Blancett	Superintendent - Richgrove
Mrs. Elisa Cantu	Migrant
Mr. Jose Perez	Migrant
Mr. Julio Enriquez	Self Help Housing Board

This is a very effective committee in the Richgrove School District. They have given direction to the District on many occasions.

VII-B 19. How have parents of migrant children participated in migrant programs aside from the above?

Migrant parents have served on committees; worked with the parents' club; attended parent conference; and, help relate their desires regarding the education of their children.

VII-C 20. Has this had an impact on the success of the program? If so, describe how.

Parent and Community acceptance have helped improve the programs. Students tend to try harder and teachers seem to go all out in their efforts. Possibly because of the attention and acceptance of Migrant Education in the school and community.

IX-A 21. Briefly describe what you have done to disseminate information regarding the techniques and materials used in your program and its content and evaluation.

On an interstate basis (between states)

On an intrastate basis (within California)

We video taped materials for Region V of our reading and E.S.L. teaching demonstrations.

Observation times for other migrant education teachers to view our programs and techniques.

X-A 22. Describe any problems encountered in implementing the Title I migrant program. How have these problems been resolved?

Adequate funding, good coordination; and proper administration by the Director and Coordinators of Region V have made it possible to present and maintain a relevant educational program for migrant children this year.

APPENDIX D

MERLIN M. TAGGART, M.D.
M. MARLIN CLARK, M.D.
1402 Jefferson Street
Delano, California
93215

June 8, 1971

Mr. Robert Blancett
Richgrove School
Richgrove, California

Dear Mr. Blancett:

Pursuant to our conversation, the following letter is directed for your Board Members information. First, let me compliment you on the par excellence job that has been done by yourself and the faculty in maintaining an outstanding country school with such flexible innovative programs that I feel are quite remarkable. Dividends of these will be seen in the far reaching future. Having run a Well Baby Clinic in Richgrove for approximately 14 years and having done some medical duties at the school on a few occasions, I feel I have some insight into the community and have enjoyed watching its progress.

I don't have statistics of the children's charts so this involves just some generalizations of my thinking and observations. Some of the children, of course, are my patients but we attempt to get the children started off well through the Well Baby Program in Richgrove Clinic and any functions through the school, provide an additional chance to check these children and pick up any significant abnormalities and, perhaps provide also a little medical insight on the parent's part in the general health field. Except for a few 8th grade girls, let me compliment you on how well behaved the children are and I think this year, perhaps, when they were more used to the physical examination, were especially cooperative as a whole. One single most notable abnormality in the children in the past has been dental problems ranging from minor pathology to rampant caries. Mouth pathology should be thought of as not just "cavities" but as actually a disease process in the mouth which it is. Due to the contribution of sodas and candies plus the starchy diet plus, at times, poor dental hygiene, we have had an unusually large amount of cavities in your area. There are also quite a few peridontal or gum problems, partly from the same causes plus nutrition. Comparing last year with this year, there was a very marked improvement and it appeared to me the dentistry having been done by the U.S.C. Mobile Clinic was high quality and should be continued if possible. Your good school lunch program may also be benefitting the gum situation to some degree through better training and nutrition.

Naturally in a prominent Mexican population, there will be a considerable degree of obesity. However, at this age, it is not a disease process. There is a great deal of dryness and minor skin afflictions because of the area, sun, and dust. Most frequently seen is pityriasis alba which has several different names but is the white patches that you see on children's face and arms that we find in active children that play in the dirt. This is somewhat difficult to eradicate and is a relatively harmless situation that really doesn't deserve treatment especially but is seen in a much larger proportion of children at your school than I would consider the average. There is also a little tendency to impetigo so in the future, any children with scabs or sores at school should be instructed to seek medical attention, not only for their own sake but to avoid spreading as it is somewhat of a contagious condition. It is generally felt to be caused by staphococcus and clean skin is one preventative measure (clean skin and clean fingernails).

I was impressed last year by the considerable number of children, primarily boys, with minor congenital anomylies of their bony structures of the anterior chest cage. This varies anywhere from the so-called "pigeon breast" to asymmetry of the ribs or sternum region. This is really of no significance other than appearance sake. However, it was to me an excessive percentage cases and implied to me some possible nutritional factor. I do not see this in my Well Baby Clinic, presumably more of these children perhaps be migrants or transfers from Texas or other southern states plus Mexico. Pigeon breast, of course, is one of syndromes of rickets. However, most of the children do not have other factors present to render such a diagnosis. Some of these same children are present this year but I had the impression that there might be a little less of this noted on this year's physicals. Last year more serious pathology was found consisting if I remember correctly, 3 children with previous undetected heart murmurs and a couple of hernias and undescended testicles. The hearts stacked up pretty good this year, however, I believe we did find one hernia. Umbilical hernias are of less significance than other hernias and are of more importance in boys. I have a very definite feeling that the children had less pathology, less need for any major medical referrals and show generally better physical condition this year over last year. In this ethnic population group, you will find more flat feet and you have your share of minor orthopedic problems such as pigeon toed children primarily. We try to stimulate the seeking help for some of this in Public Health and Well Baby Clinic circles. However, I am certain in some instances, they deserve orthopedic consultation. In my private practice, I have seen my share of pinworm infestations in Richgrove in lieu of some migrants from Mexico that I didn't see anything grossly to suggest parisitism. I think the puny sickly child or thin child should be kept in mind, particularly if immigrating from Mexico or Puerto Rico or the Orient.

It is very interesting to note the fuller percentage of children with anemia last year, some actually more on the moderate to severe order and it was very pleasing to me to see these same children this year with

greatly improved or primarily normal blood levels, some of which, of course, were treated with Iron therapy but others had generated better hemoglobin levels on their own, probably through nutritional elements. I think this is a definite contrast between last year and this year and shows a good improvement in the community. The lab we saw this year was to me an excessive number of children with protein or albumin in the urine. This is a substance that normally does not spill in the urine unless there has been some kidney damage, infection, or other changes to account for it. I suspect the Public Health Lab was checking these urines with impregnated special dip stick "paper" which we feel is much more sensitive over some more proven older methods and probably provide some more false positives. I would be very interested in seeing some of these children check with their private physicians if they are still found to have albumin present or not. If there is much discrepancy here, that should be brought to the attention of Public Health as far as their method of checking. One other thing that I noted with the children is the amount of hypertrophied tonsils or tonsils that had shown signs of past infection although I noted a few children that needed treatment. Lymph tissue goes through growth phase in the entire body from ages say two to twelve years and increasing and decreasing curve and some of the hypertrophy will be considered normal. However, these children should be watched for hearing decrease in school as frequently the tonsil tissue in size compares similarly with the adenoid tissue which can lead to hearing loss or decrease. There were also a few children with slightly palpable thyroids, most I felt were not significant as particularly children reaching their teens sometimes with the hormonal stimulation and puberty coming up will get slight hypertrophy of their thyroid gland. This may be more significant as children from warmer climates and certain ethnic groups are known to mature earlier than average.

I feel your present program is most worthwhile and certainly a service to the school and community. Present immunization programs has greatly cut some of the children's diseases for which we are thankful. I am hoping the fluoride paste treatment programs stimulated by rural health planning will show dental improvement in future years but this may take time. Incidentally, last year I took samples from two areas in Richgrove for water analysis in connection with a study being run in Delano and got a very favorable report on the water available to the population of Richgrove.

In general, the children are cleaner and better dressed than I remember in years past. I am sure some of these children have not had the benefit of annual medical checkups and I suspect a fair percentage has never been to a physician for anything unless illness occurred. This applies more to the migrant populus and with a goodly number at your school, I feel a very valuable service is being rendered. The records of these children medically from my physicals also should provide some helpful information for the school in case children in the future show signs of ailments, illness, or poor performance, at least we will have a health record available to the teachers or consulting staff.

I believe Mr. Blancett can, perhaps, provide you with more specific information as to the ailments found in the children. However, this is a brief resume for your information and again let me thank you and best wishes for future continuing development of your school district which I feel is a most important stimulus and focus in your community. If I can be of help in the future, I would be most happy to do so and any advice that is needed in setting up first aid measures or such at the school, I would be glad to provide any help I can give.

Most respectfully,

(s) M. Marlin Clark, M.D.

M. Marlin Clark, M.D.

MMC/fl

SUMMER SCHOOL
JUNE FREE LUNCHES

Name of Migrant Student	Registration & Record No.	Number of Lunches Served
Juan	007000	05
Rosalina	007052	08
Janie	007061	08
Ruben	007097	05
Sylvia	007077	08
Armando	007023	07
Leticia	007053	07
Armando	006994	06
Enrique	007024	08
Esther	007054	08
Javier	007069	08
Bonifacio	007050	07
Celia	007094	02
Janie	007120	08
Rachel	007121	08
Armando	007010	07
Louie	007002	07
Armando	007071	08
David	007011	07
Maricela	007079	06
Martha	007003	07
Lydia	007168	05
Ruben	007167	05
Valentine	007166	05
Frank	007102	08
Mary	007038	06
William	007057	06
Eva Ana	007020	06
Juan Manuel	007031	07
Maria Elena	007073	07
Maria Isabel	007086	07
Xavier	007005	04
	Total	211

STUDENTS WHO HAD PHYSICAL EXAMINATIONS

Name of Migrant Student	Registration & Record No.
Abel	007049
Amado	007095
Ignacio	007080
Marina	007047
Alejandro	007141
Guadalupe	007140
Herlinda	007139
Lucio	007142
Carlos	007096
Maria Elena	007090
Martha	007051
Miguel	007111
Refugio	007041
Rene	007082
Rosalina	007052
Janie	007061
Mary	007105
Ruben	007097
Sylvia	007077
Clara	007112
Danny	007161
Stella	007078
Irma	007127
Olga	007126
Enrique	007024
Esther	007054
Javier	007069
Amada	007087
Domingo	007081
Bonifacio	007050
Celia	007094
Janie	007121
Rachel	007120

Name of Migrant Student	Registration & Record No.
Francisca	007136
Josefa	007135
Rigoberto	007137
Joanne	007083
Peter	007064
Socorro	007070
Victor	007055
Armando	007010
Louie	007002
Armando	007071
David	007011
Maricela	007079
Martha	007003
Raul	007114
Frances	007132
Joe	007134
Theodore	007133
Alice	007106
Gilbert	007100
Johnny	007072
Maggie	007079
Norma	007027
Angel	007155
Rosa	007156
Eden	007028
Rumaldo	007058
Yolanda	007080
Lydia	007168
Ruben	007167
Valentine	007166
Esther	007104
Jaime	007040
Delia	007151
Peter	007150
Frank	007102

Name of Migrant Student	Registration & Record No.
Julia	007116
Mary	007038
William	007057
Eva Ana	007020
Juan Manuel	007031
Maria Elena	007073
Maria Isabel	007086
Ricardo	007103

EARLIMART MIGRANT DENTAL CLINIC

1970-71

Name	Feb. 6	Feb. 20	Mar. 6
1. Abel		X	X
2. Ignacio	X		
3. Marina			X
4. Maria Elena		X	X
5. Martha		X	X
6. Refugio	X		
7. Rene		X	X
8. Rosalina		X	
9. Janie	X	X	
10. Sylvia		X	X
11. Encarnacion			X
12. Fernando			X
13. Francisco			X
14. Maria Guadalupe			X
15. Stella	X		
16. Enrique	X	X	
17. Esther		X	X
18. Amada		X	
19. Domingo		X	
20. Celia	X	X	
21. Francisca			X
22. Janie		X	X

Name	Feb. 6	Feb. 20	Mar. 6
23. Rachel	X		
24. Peter	X		
25. Socorro		X	X
26. Victor			X
27. Armando	X	X	X
28. David	X		
29. Frances			X
30. Joe		X	X
31. Raul	X		
32. Theodore		X	X
33. Johnny	X	X	X
34. Maggie		X	X
35. Norma	X	X	X
36. Rosa	X	X	
37. Jesse	X	X	X
38. Rumaldo	X	X	X
39. Yolanda	X	X	X
40. Jesse	X		X
41. Daniel	X	X	
42. Jaime			X
43. Julia	X	X	X
44. Mary Jo	X	X	
45. William	X	X	
46. Eva	X	X	X

Name	Feb. 6	Feb. 20	Mar. 6
47. Maria Elena			X
48. Maria Isabel	X	X	X
	24	30	31

APPENDIX E

March 30, 1971

Dear Advisory Committee Member:

The next Advisory Committee Meeting is scheduled for Tuesday, the 6th of April, at 7:00 P.M. in room eight. (Forms to claim costs for mileage and baby sitting will be available at the meeting.)

1. Call to order, Mr. Peter Juarez.

2. Introduction of guests.

3. Report of the Committees' request to the Sheriff's Department -- Mr. Juarez.

4. Reports -- Miss Gonzales:

   A. Migrant Dental Clinic
   B. Dental Fluoride Treatment
   C. Laboratory tests
   D. Physical examinations by Medical Doctor

5. Program Recommendations for next year.

   A. L.C.I. Program
   B. E.S.L. Program
   C. Instructional Aides
   D. Health Program
   E. Lunch Program
   F. Other

6. Budget.

   A. Williamson Act.
   B. Costs
   C. Summer School

7. Other.

8. Adjourn.

Sincerely,

Peter Juarez
Advisory Committee Chairman

APPENDIX F

TO: Board of Trustees
FROM: Bob L. Blancett, Superintendent
DATE: April 13, 1971
RE: Annual Report

I. Staffing: The District currently has twenty-one certificated employees and fourteen classified employees. The administrative ratio is 1:20.

Sixteen teachers are involved in regular classroom instruction.

Three teachers are involved in teaching reading skills development and English as a Second Language.

One teacher is in charge of the music program and shared with Delano High School.

Two teachers have additional duties as Director of Student Activities and Supervisor of Attendance.

II. Curriculum and Organization: The District operates two kindergarten sessions with two teachers. Grades one through five are in self-contained classrooms. Grade six has a block schedule with two teachers.

Teacher teaming is being utilized in the seventh and eighth grades. Student activities and skills development classes are in the afternoon.

Individually planned learning experiences are being developed for use at all levels. Special pull-out instruction is being offered in reading and math skills development and in English as a Second Language. Thirty-nine youngsters are in E.S.L. classes. One hundred ten students are in the reading classes and thirty-seven students are in the math development classes. Youngsters with special educational concerns are assigned these classes in order to help improve and develop their abilities in math, reading, and English.

Seventh and eighth grade students are given an opportunity to elect courses in woodshop, band, sewing, cooking, Spanish, and research study periods.

Programmed materials and individualized instruction methods are currently being used in the District.

The school library is available for leisure reading, research, and independent study.

Competitive team sports and recreation programs are offered after school.

The District operates both Migrant and Title I programs.

Summer School will start June 21, and end the 23rd of July. The program will include skills development courses, learning experience field trips, afternoon recreation, and swimming three days a week.

Special education classes are provided by Max Cochran, Superintendent of Tulare Department of Education.

III. Enrollment:

Summer School 1970 (July)	14.51 ADA
September through March 19	426.12 "
Total ADA through March 19th	440.63

IV. Transportation:

	Number of Students	Miles Traveled
Summer School 1970 (June & July)	3,522	3,097
September - March	40,375	21,446
Total	43,897	24,543

$6,263.75 in bus payments were made during the year. One final payment of $5,431.25 remains on bus #1, then all busses will have a clear title.

V. Lunch Program: September through March

Student non-paying lunches	22,275
Student paid lunches	20,217
Adult paid lunches	1,368
Total lunches	43,860

Lunches are 10¢

VI. Health Services: Forty-eight students received complete treatment at the Migrant Dental Clinic sponsored by the Migrant Program and University of Southern California.

Dental fluoride treatment was provided free to any youngster by the District and the Tulare County Schools nurse.

Laboratory tests and physical examinations were available for all youngsters. Dr. Clark, of Delano, the Tulare County Health Department, the school nurse, and the District provided these services.

VII. School Advisory Committee: The Advisory Committee has been most helpful in maintaining and improving quality programs for children.

Dirijido a: La Mesa Directiva Escolar
Presentado por: Bob L. Blancett, Superintendente
Fecha: Abril 13, 1971
Referencia: Reporte Anual

I. Personal De La Escuela: El Distrito cuenta actualmente con veintiun maestros certificados y catorce empleados classificados.

Dieciseis maestros están directamente relacionados con la instrucción de lectura.

Tres maestros especialistas están a cargo de ensenar a leer; uno de ellos a enseñar ingles hasta que pueda el estudiante comenzar a leer.

Un maestro está a cargo de las clases de musica. Dicho maestro lo compartimos con la escuela secundaria de Delano.

Dos maestros tienen la responsalidad adicionál de Director de Actividades Estudiantiles y Supervisor de Asistencia respectivamente.

II. Materias y Organización: El Distrito sostiene dos clases de parvulos (kinder) con una maestra diferente para cada clase. Grados primero al quinto están a cargo del mismo maestro en todo el día, mientras que el sexto grado está a cargo de dos maestros.

En los grados septimo y octavo tres maestros diferentes se utilizan en la instrucción. Actividades estudiantiles y desarrollo de inclinaciónes especiales son llevados a cabo en la tarde.

Interés en la instrucción individual está siendo puesto en todos los grados. Instrucción especial para cada estudiante que lo requiera se lleva a cabo en clases lectura, matematicas y en Inglés Como Segundo Idioma. Treinta y nueve estudiantes estan haciendo uso de la clase de Inglés Como Segundo Idioma. Ciento diez estudiantes estan siendo entrenados en clases de lectura y treinta y siete en clases de matematicas. Estudiantes que por cualquier razon tienen problemas son asignados a estas clases para alludarlos a avanzar en matematicas, lectura, e inglés.

Estudiantes del séptimo y octavo grado pueden elegir cursos en carpintería, banda de musica, coser, cocinar, español y estudios de investigación.

Materiales y métodos pedagogicos modernos de instrucción individual están siendo usados en el Distrito.

La biblioteca de la escuela esta disponible para lectura, investigasión y estudio independiente.

Compentencia de equipos deportivos y recreación son operados despues de clases.

El Distrito opera programas para Migrantes y Titulo I.

Clases de Verano comenzarán Junio 21 y terminaran Julio 23. Las materias induirán clases de desarrollo y avance escolar e intelectual; enseñanza directa y visual por medio de paseos a diferentes partes de interés; recreación en la tarde y clases de natación tres días a la semana.

Las clases de instrucción especial son ofrecidas por Max Cochran, Superintendente del Departamento de Educación de Tulare.

III. Registrados:

Escuela de Verano 1970 (Julio)	14.51 ADA
Septiembre a Marzo 19	426.12 ADA
Total ADA (Promedio de Asistencia Diaria)	440.63

IV. Transportacion:

	No. De Estudiantes	Millas Corridas
Escuela de Verano (Junio y Julio)	3,522	3,087
Septiembre a Marzo	40,375	21,446
Total	43,897	24,543

Se pagaron $6,263.75 por autobúses durante el año. Un pago más de $5,431.25 por autobús numero 1 y todos los autobúses estarán completamente pagados.

V. Programa De Lonches: Septiembre a Marzo

Almuerzos sin costo para estudiantes	22,275
Almuerzos pagados por estudiantes	20,217
Almuerzos pagados por adultos	1,368
Total de Almuerzos	43,860

Almuerzos para estudiantes: 10¢

VI. Servicios Medicos: Cuarenta y ocho estudiantes recibieron tratamiento completo en la Clinica Dental Migrante y la Universidad del Sur de California.

Tratamiento dental con floridación fue dado a todos los estudiantes sin costo alguno por el Distrito y enfermera de Escuelas del Condado de Tulare.

Exámenes de laboratorio y examenes médicos se ofrecieron a todos los estudiantes por el Doctor Clark de Delano, el Departamento de Salubridad de Tulare; la enfermera de la escuela y el Distrito.

VII. Comité Consejero: Este Comité de Ciudadanos Consejeros a la escuela ha prestado valvosisima ayuda para el mantenimiento y mejoramiento de programas de indisculible calidad para todos los jovenes en edad escolar.

APPENDIX G

RICHGROVE SCHOOL DISTRICT

TEST SCORES GRADES 1-3

Class Average Scores	1970-71	1969-70	1968-69
1st Grade Grade Placement	1.7	1.6	1.5
2nd Grade Months Progress	7	7	5
3rd Grade Months Progress	13	15*	No State Test Scores for Comparison
Average per year	6.8	7.8*	

*District reading teacher to help any child working below grade level in reading.

APPENDIX H

REGISTRATION RECORD OF MIGRATORY CHILDREN

SEPTEMBER 1970 THROUGH MAY 1971

Number Migrant Students

Students Entered	194
Students Dropped	81
Current Enrollment	113

(May 1971)

Typist:

Mrs. Georglyn Estruth
3239 South Granada Avenue
Spring Valley
California 92077

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ABSTRACT

IMPLEMENTATION OF A MIGRANT EDUCATION PROGRAM
IN THE RICHGROVE SCHOOL DISTRICT

by

Bob L. Blancett

Doctor of Education

Walden University

July 1972

Dr. Murl J. Gibson, Advisor

Justification of the problem.--A significant percentage of the children attending school in the Richgrove School District are identified as migrant students. Migratory children often were two or more grades below grade level in reading, spoke little or no English, tended to withdraw from the school environment, had poor self-concepts, lacked nutritionally balanced meals, and had few, if any, previous health records. The present study is an outgrowth of the Richgrove School District's effort to develop and provide an educational program designed to meet the needs of migratory children residing within its attendance boundaries.

The problem.--The problem was to examine student achievement in "pull-out" instruction classes in reading and in English as a second language, student self-image improvement, food and health services, and

community involvement for migrants.

Delimits of the study.--The study was limited to those aspects of the Richgrove School District's migrant education program during the 1970-71 school year.

Hypothesis.--It was the hypothesis of this study that migrant education programs can be designed to improve student achievement in reading and English as a second language classes, improve the self-image of the student, and improve food and health services for migrant children.

Method of procedure.--The procedure followed in this study was to describe the development, implementation, and observed results of the Richgrove School District's 1970-71 migrant education program. The effectiveness of the migrant education program was determined by student achievement, teacher and student ratings, observed results, records of food and health services provided, and an evaluation of nutritional and health services by a medical doctor.

Findings.--Migrant pupils in the Language Comprehension Improvement classes who were enrolled for pre-test and post-test evaluations of reading achievement gains in grades two through eight, as measured by the California Achievement Test, averaged more than one month's gain for each month in class.

The English as a Second Language pre-class and post-class ratings revealed that children in the English as a Second Language classes learned to speak English at an accelerated rate. Teacher and student

opinion indicated that children in the E.S.L. classes learned to speak English more quickly and took part in classroom activities sooner than previous migrant children who did not have the benefit of supplemental instruction.

The food and nutritional services provided 11,612 free lunches to migrant students. Migrant families had the option of purchasing reduced priced lunches for their children at a cost of 10 cents per meal. The findings indicated that the food services were available for all migrant children.

The findings revealed that health services were improved for migrant children. Fluoride "brush-in" treatment was provided for 96 migrant children. In addition, 85 dental examinations and treatments were conducted as well as complete physical examinations for 76 migrant children. Migrant families were assisted by the school district in obtaining glasses, shoes, and clothing for their children.

Observations, student ratings, and teacher opinions indicated that migrant pupils experienced opportunities that aided the improvement of self-image and that migrant children seemed to develop a better self-concept.

The related services which included cross-age tutors, recreational programs, learning experience field trips, summer school, and migrant parent involvement were deemed by the findings to have a positive influence on the school experiences offered migratory children.

Implications.--The project findings revealed that migrant education programs can be designed to increase achievement in reading

and English as a second language, offer opportunities to improve self-image, and offer increased nutritional and health services for migrant children.

The findings of this study may be used to help improve educational services provided migratory children by other school districts or states.